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ABSTRACT

A survey of the needs of the community in the matter of adult education was conducted, and the type of permanent organization that should be set up to serve those needs was determined. Questionnaires, explanatory letters, leaflets, meetings, advertisements, and interviews were used to obtain data. The definition of adult education used was: it is all the educational activity engaged in by people who have broken with full-time continuous education. The survey results are discussed under the following chapter headings: General Needs; Informal Adult Education; Formal Adult Education; The Function of Voluntary Organisations; Personnel; Buildings and Accommodation; Other Media; Structure; Research; and Finance. Seven appendixes present: Percentage Response from Various Groups Invited to Make Submissions; A Directory of Agencies and Voluntary Bodies Engaged Directly or Indirectly in Adult Education; Industrial Relations; University College Galway, Extra-Mural Programme; The Kellogg Extension Centre, UCD; The Adult Educator; and Submissions Received. Recommendations of this interim report, which is intended only as a guideline include these: that vocational teachers should engage in extension work; that teachers and community leaders should make personal contact with adults who need education; that the training of voluntary leaders is of the highest importance. (DB)

ED 060446

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NATIONAL ADULT EDUCATION SURVEY

INTERIM REPORT

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ST. STEPHEN'S GREEN HOUSE
DUBLIN, 2.

To:

MR. P. O'FACHTNA, MINISTER FOR EDUCATION.

April, 1970.

Sir,

Your predecessor, Mr. Brian Lenihan, T.D. appointed me in May, 1969 to carry out a Survey of the needs of the community in the matter of Adult Education, and to indicate the type of permanent organisation to be set up, in order to serve those needs.

He also appointed an Advisory Committee to assist me.

For reasons which are given in Chapter III, this is an Interim Report which I now have the honour to present to you. Most of the members of the Advisory Committee agree with all of it but all of them agree with most of it.

CON MURPHY

CHAPTER I

Assignment and Terms of Reference

On 5th May, 1969, the Minister for Education, Mr. Brian Lenihan, T.D. announced that he had appointed me to carry out a Survey of the needs of the community in the matter of Adult Education and to indicate the type of permanent organisation to be set up, in order to serve those needs.

He appointed the following to act as an Advisory Committee :

Mr. Con Murphy, 8 Sycamore Crescent, Mount Merrion, Co. Dublin. Director and Chairman.

Rev. L. Carey, Director, Dublin Institute of Adult Education. Vice-Chairman, (now Chairman of Aontas).

Mr. P. Byron, Chief Executive Officer, Co. Meath Vocational Education Committee.

Mr. James Dunne, President, Irish Congress of Trade Unions.

Mr. M. Hassett, Chief Agricultural Officer, Co. Offaly Committee of Agriculture.

Miss M. Ní Lobhais, Secretary, Irish Countrywomen's Association.

Mr. R. Langford, Headmaster, Vocational School, Birr, (now Principal, Waterford Regional Technical College).

Mr. D. Martin, Coolyduff House, Inniscara, Co. Cork, (now Vice-President of Macra na Feirme).

Seán Uas. Ó Murchu, Director, Department of Adult Education, University College, Cork.

Mr. Paul Quigley, General Manager, Shannon Free Airport Development Co. Ltd.

Mr. Kevin Vaughan, Co. Development Officer, Co. Clare.

Mr. James Dunne (now a Senator) resigned in November, 1969, and was replaced by Mr. Harold O'Sullivan, General Secretary, Irish Local Government Officials' Union.

Mr. R. Langford was appointed Deputy Director of the Survey for which purpose he was seconded by the Co. Offaly Vocational Education Committee to work almost fulltime on it.

Miss Maire Ní Chionnaith, Executive Officer, Dept. of Education was appointed Secretary to the Committee.

Mrs. Ethel Fingleton, B.Soc.Sc., was employed fulltime on the Survey.

CHAPTER II

Procedure

Basic Approach :

The Minister indicated that he wanted a report from us quickly, if possible within six months; this obviously precluded any attempt at conducting the survey according to established scientific methods which would probe deeply and thoroughly into expressed or latent adult education needs. The survey, therefore, sought to discover immediate and perhaps fundamental needs on which immediate action might be taken.

This more simplified approach would be justifiable anyhow, because our recommendations and conclusions show that without a proven structure and general national and local working systems for adult education, detailed research would be enormously expensive and its results might be of little practical value. The structure proposed later in this report provides an adequate system of servicing and anticipating needs promptly and effectively.

What was done :

1. Questionnaires and explanatory letters were sent to Institutions in Ireland known to be engaged in adult education.
2. A different type of letter with the same questionnaire was sent to organisations in Ireland whose members were known to have an interest in adult education.
3. Letters were sent to many persons in Ireland seeking their opinions and advice.
4. Special illustrated explanatory leaflets were published in Irish and in English and 120,000 copies were distributed throughout the country.
5. Irish diplomatic missions abroad were invited through the Department of External Affairs to submit information on the adult education activities of the countries in which they were situated.
6. Liaison was established with international bodies who had an interest in adult education.
7. Advertisements were published in Irish and in English in the daily newspapers, inviting any organisations who were interested and who had not been on our mailing list to make themselves known to us.
8. Every request for personal interview, meeting or lecture was met by the Chairman, Mr. Langford, Mrs. Fingleton or some other member of the Advisory Committee.

9. Also, the Chairman, Mr. Langford and Mrs. Fingleton visited many parts of the country, making personal contact with as many people as possible who were involved in adult education.

10. The survey was well covered by the Press, Radio and T.V.

11. The Advisory Committee met for a whole day each month from June, 1969 to March, 1970 with the exception of January when they conferred for two days in residence at An Grianan, Termonfeckin.

12. The Committee also spent a day studying modern communications techniques in the Communications Centre, Booterstown, Co. Dublin.

CHAPTER III

Definition

The Advisory Committee adopted as their definition of adult education that:—

IT IS ALL THE EDUCATIONAL ACTIVITY ENGAGED IN BY PEOPLE WHO HAVE BROKEN WITH FULL-TIME CONTINUOUS EDUCATION.

The centre piece of adult education and adult learning is the ADULT, who:—

(a) is a free agent and voluntary participant in the learning activity,
(b) has real life experience to support his learning activity,
(c) is required to play certain social roles and functions,
(d) has various stages of social and human development,
(e) is subject to personal, moral, religious, social, economic and political pressures and tensions.

Formal and Informal Education:

The purpose of adult education (formal or informal) is change in knowledge, skill and attitude, leading to personal, social, moral, political, religious and community development.

We recognise that although education and training may be divided by definition, they cannot be easily divided in practice. However, we consider that we are not asked to report on obvious adult training programmes e.g. those of An Chomhairle Oiliúna (AnCO), the Irish Management Institute (IMI), the Institute of Public Administration, internal training courses etc., although we may from time to time refer to them.

Adult education in this country is usually considered as a process of classes for adults in schoolrooms but the Committee considered that this is too narrow a view, that other activities which impart knowledge to adults in a less formal way may be even more important.

Adults who enrol for classes have been reasonably provided for, but they form only a small percentage of the total adult population. The Committee estimates that about 10%* of the total adult popula-

*The total number of persons (1966 Census) whose full-time education had ceased amounted to 1,895,890. Approximately 86,000 people enrolled last year at part-time day and evening courses in vocational schools. Approximately 70,000 enrolled in Winter classes, farm schools and series of lectures and symposia conducted by the County Committees of Agriculture and at least 10,000 were reported to us as having enrolled for other adult courses. This gives an enrolment of 9% of the total adult population, but we believe there were even more to bring the figure to 10%.

tion in Ireland engages in adult education annually. However, some of the remaining 90% are being serviced in a way that is not generally regarded as adult education; we consider that if this type of service were more developed, the remainder of that 90% would have many of their ambitions for personal fulfilment resolved.

It is mainly because of this expansion of its concept of what adult education is, that the Committee decided to issue an interim report, in the hope that it will excite interest and comment which in turn can be fed into the deliberations on the final report.

The Committee has a further reason for issuing an interim report. It is that the response has been inadequate (Appendix A.) and we believe that this interim report will excite those who have not yet made submissions to do so immediately.

Examples of informal adult education serving some of the 90% referred to earlier are:—

1. The greater part of the work of the County Committees' of Agriculture advisory services which are designed to advise on Agriculture, Horticulture, Farm Home Management and Poultry Keeping.
2. The work of some types of teacher such as the teachers of Building Construction employed by most Vocational Education Committees.
3. The work of social workers employed by Local and Health Authorities who visit people's homes and help them through counselling and advice towards better living.
4. The work and activities of emerging councils of social services, community councils, tenants' and residents' associations, etc., which characterise modern Irish social and community living.

The Committee thus found itself with a much wider area for exploration than it had expected.

Continuing or lifelong education:

Any report on Adult Education must take into account the concept of "education permanente" or lifelong education which is now becoming widely accepted on the Continent of Europe, in Great Britain, and in the United States of America.

This concept is not identical with adult education or continuing education; it is a new integrating concept comprising the whole spectrum of educational activity from nursery school to educational institutions attended in the "third age".

Much thought has been given to "education permanente" by the Council for Cultural Co-operation of the Council of Europe who have accepted the following definition for it:—

"The concept of permanent education as the organising principle of all education implies a comprehensive, coherent and

integrated system designed to meet the educational and cultural aspirations of every person, in accordance with his abilities".

The document "Imperatives for Action" prepared for the Galaxy Conference on Adult Education held in Washington D.C., December, 1969, contained the following paragraph:—

> ". . . . people desperately need an adequate system of life-long learning, to enable us to remedy past deficiencies and to direct the forces of change toward humane ends. This lack cannot be filled merely by improving conventional schooling designed to prepare young people for the future, important as that may be. It must be filled by meeting continuous challenge with continuous response. Life-long learning must be made an all pervasive influence through which those who are responsible for to-day's critical decisions and choices—the adults of our nation—control the present and create the future we want."

The Educative Community:

Another reality, germane to our deliberations and investigation, is that of the EDUCATIVE Community. When the three major systems of education in the community, which are concerned with the deliberate education of all its members, viz:

1. the family education system,
2. Primary, Post Primary, and Higher Education (sequential system),
3. Adult Education,

are operating with full recognition of the nature and function and interdependence of each other, and when they collectively provide the opportunities for ANYONE to learn *whatever* he needs to learn, whenever he needs to learn it, the community has reached a stage of excellence in using its total resources for the deliberate education of all its members. This is what is meant by the Educative Community. This reality provides the driving force and motivation to provide an adequate adult education provision in our country.

Adult education also includes within its definition and objectives, community development, social service, social and economic planning and the involvement by the citizen in decision making about local affairs, remedial and preventive work, value-orientation, creativity, human relations and social sensitivity. Special chapters based on research, would be required to treat even in a brief and inadequate manner, each of these objectives.

CHAPTER IV

General Needs

A recurring observation in many of the submissions was " to get the people to appreciate the need for and value of adult education ". Unless the need is felt, the effort will not be made. We would accept as a priority, appreciation programmes in adult education itself i.e. programmes designed to excite people to want what they need.

There are many changes in our society which continually create and foster the need for education for adults, e.g.

1. Technological advances in farming, manufacturing, distribution and communications give new possibilities for better living standards, increased incomes, more leisure and greater security. Now that economic opportunities have come within the reach of the people of Ireland to an extent unknown in the past, it is of vital importance that people should be able to see and grasp them.
2. Increasing leisure* expands these possibilities if it is used to acquire knowledge.
3. Many people find themselves in situations for which they were badly prepared educationally but which they have reached through qualities of integrity, courage or leadership. Many such people readily admit handicaps, which could be eased if they could now get an adequate amount of the right education at a time to suit them.
4. Even people with a university degree realise that no longer is a single period of higher education enough to carry them for life through their careers; they want to, and do, come back for more. In many walks of life, much of the knowledge acquired during school or college is good for only a few years, because change is so rapid.
5. The development of the critical faculty and the development of creativity and individuality are specially necessary with the growth and influence of mass communications.
6. With the mass media of newspapers, radio and television from our country and other countries continually bombarding all of us with new information, new ideas and new ideologies, we must strive to become as discriminating about what we admit through our eyes and ears as we are about what we admit through our mouths and noses.

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*" The provision of an external opportunity for leisure is not enough, it can only be fruitful if the man himself is capable of leisure and can as we say occupy his leisure or work his leisure "—Joseph Perper—" Leisure ".

7. With increasing standards of living available to more people than ever before, and the bewildering confusion from so great and so heavily advertised a choice, people seek the objective and impartial knowledge to purchase with discrimination.

8. People want to influence more the environment in which they live, in order to get more satisfaction out of life. People must become aware of their environment and the value of natural amenities, such as pure water, clean seas, wild birds, trees and scenery.

   Science has brought with its blessings, its deprivations for all of us; our comforts, our health, our aesthetic perception may be hurt in one way or another by science. Conservation, therefore, has rightly become a national concern and Adult Education can do much for it.

9. As living standards increase and leisure time expands, many people discover in themselves qualities or feelings which they want to express through an art, a skill or a hobby.

10. It is important that our people identify and develop our own culture in all its facets—language, music, traditions and our way of life.

It must be manifest that our way of life and our culture are as valuable in the computer and space age as they ever were in the past, and as vulnerable.

11. One of our special needs is to seek and provide more employment opportunities for our people.

    Leaders at all levels must be trained to search out and identify every native and local resource we have and develop it.

12. With the development of our economy, particularly the development of new industries and services, there is a rapidly growing need for a greater awareness and a deeper study of Industrial Relations and appropriate associated adult education programmes.

13. There are many people in our society who are educationally under-privileged to a serious extent; these are the subject of separate considerations in this report.

14. There is a need to inform all levels of our society in all levels of education. Also, it must be accepted that most of our people will need refresher courses from time to time and probably at least every seven years; this is especially true of people in technical employment.

Examples of expressed needs, not being adequately met in many areas, extracted from submissions and very broadly classified under the categories which made them, are:—

Cultural Bodies :

Courses in the Arts, Design in Industry, etc.
Conservation.
Tree growing.
Culture in every course as an integral part of it.
Irish language.

Development Groups :

Leadership.
Communication skills for instructors and advisers.
Folk School type education.
Training for construction industry.
Nutrition.
Craft training for small and home industry.
Citizenship.
Appreciation of adult education.
Parent/Teacher liaison.
Career guidance appreciation.
Physical education.
Functional Literacy—according to need i.e. remedial treatment in certain subjects.
Small scale management.
Co-operative and Board training.
Rural people entering industrial employment in rural industries.
Credit courses for degrees and diplomas taken locally.
Community development.
Communications—Techniques and Appreciation.

Educational Bodies :

Art and Design.
Cultural Subjects.
Music.
Provision for more leisure.
Appreciation courses in adult education itself.
Community development.
Industrial Relations.
Communications in Industry.
Group leadership.
Youth leadership.
Pre-retirement training.
Mass-media appreciation.
Art appreciation.
Functional literacy.
Credit courses e.g. cumulative Leaving Certificate.

Employers' Bodies :

Civics.
Leadership.
Economics (National).
Industrial relations.
Communications in Industry.

Farmer and Rural Organisations :

Cultural education.
Specialised branches of farming.
Economics.
Leadership.
Farm Home Management.
English.
Public speaking.
Biology, Zoology, Botany.
The full range of technical skills necessary in farming.
Agricultural policy and farm planning.
The mechanics of group activity.
Courses designed to help farmers participate in industry (part-time farming) and tourism.
Electricity.
Law for the farmer.
Insurance.
Taxes—Income tax, Death duty, Stamp duty, etc.
Education for co-operation.
History.
Public Administration.
The Fine Arts.
Physical education.
Career guidance.
Community development.
Management studies.
Courses designed to help towards proper use of leisure.

Parents' and Housewives' Groups :

Child care.
Personal hygiene.
Music appreciation.
Book-keeping.
Languages.
Road Traffic rules.
Mental Health and Hygiene.
Food Hygiene.
Art appreciation.
New mathematics.
Civics.
Refresher Courses for professional housewives.

Political Parties :

Politics.
Sociology.
Economics.

Professional Bodies :

Supervisory training.
Degree and diploma credit courses.
Courses for Parents.
Cultural subjects.
Civics.
Management techniques.

Religious Bodies :

Leisure—better use of it.
Theology for adults.
Helping people to think coherently and critically i.e. discrimination in listening and reading.
Credit system for degrees and diplomas.
Structure of our societies.

Social Bodies :

Family planning.
Marriage counselling.
First Aid.
Changeover to decimal currency.
Conservation.
Social skills.
Education and employers.
Leadership and Citizenship courses.
Health Awareness education.
Credit courses for degrees and diplomas.
Art appreciation.
Road safety.
Intellectual type courses for leisure.
Oral hygiene.
Parents—Sex education for children.

Trade Associations :

Business education.
Consumer education.
Management.
Special subjects in wholesale and retail trades.

Trade Unions :

Management training in preparation for worker participation.
Civic and community consciousness.
Community and cultural involvement for leisure and to counteract materialism.
Drama and Communication.
Arts for professionals.
Refresher Courses for professionals and other workers to keep them up to date.
Trade Union education.
Shop steward education.

Trade Unions (*contd.*)

Functional literacy.
Correspondence courses.
Parent education.
Industrial psychology.
Economics.
Training for television appearances.

Women's Organisations :

Public speaking.
Conduct of meetings.
Elocution.
New Mathematics.
Decimalisation and Metrication.
Physical culture.
Cookery.
Home economics.
Woodwork.
Art and Art appreciation.
Drama and Drama appreciation.
Music and Music appreciation.
Crochet.
Dressmaking.
Farming.
Farmhouse holidays.
Horticulture.
History.
Languages.
Photography.
Social Studies.
Home Crafts.
Rushwork.
Commercial studies.
English literature.
Culture.
Knitting.
First Aid.
Marriage guidance.
Family planning.
Irish Language (elementary).
Pottery.
Antiques.
Archaeology.
General knowledge.
Floral arrangements.
Civics.
Car and tractor maintenance.

CHAPTER V

Informal Adult Education

The 90% referred to in Chapter III (those not engaging in any formal adult education) do not belong to any special group or set of groups in our society; they are distributed all over it. Their educational needs as adults may range from the problem of coping with the housekeeping budget in the home of an unemployed labourer with a large family to the problem of coping with the housekeeping budget in the home of a senior company executive with a large family at College and University; from a wish for a skill to use for the better enjoyment of leisure to a need to increase their incomes through spare time work. For various reasons, they do not seek adult education classes from bodies willing to provide them or if such classes are available, they do not join them. Yet, these people need to be served—as a minimum by being made aware of the services available to them, that the inadequacies in their lives are capable of solution.

This problem is particularly acute where there is poverty or near-poverty, poor or inadequate housing, unemployment and often functional illiteracy.*

We have considered what should be the priorities in a new national adult education programme, and conclude that informal adult education should first be provided to the following groups:—

Poverty groups.
Functional illiterates, especially young people in industrial employment.
Unattached youth.
The under-employed and unemployed.
Those about to retire.
Itinerants.
Prisoners.
The Aged.
Those concerned in any way with mental illness and handicap.

And that special attention should be paid to the educational needs of:—

Parents as a class, and Housewives.

*Functional illiteracy is not absolute illiteracy; it is the inability to cope with the ordinary functions of living which require a knowledge of reading and writing; it is manifested by an inability to read advertisements, warning signs, notices, or to write letters and complete forms.

Expanding briefly on the educational needs of each Group :

Poverty Groups :

With poverty goes a sense of hopelessness and entrapment. Adult Education should first be aimed at these groups, to enable their members to live better, in their domestic economy, even within their low income situation, and then to generate in them a widespread sense of commitment to and involvement in improving their incomes. This in turn will induce them to seek the type of formal education which they need and as a minimum, where necessary, to achieve functional literacy.

Functional Illiterates :

We do not know, nor have we any inexpensive way of finding out, the extent of functional illiteracy in our society but through submissions, especially from some Trade Unions, we conclude that the situation is a good deal worse than is generally believed. It has been submitted to us that the level of literacy and numeracy is so low amongst many of the working population that promotion, even to minor supervisory grades or further training that is not strictly manipulative is virtually impossible for many.

We have also been urged to take account of a similar type of functional illiteracy amongst many farmers and farm workers, although the evidence is that no such problem exists amongst adult females in the rural community.

Unattached Youth :

Unattached youth are a widespread problem today, and one likely to become worse unless we can attract them to learn to lead a fuller and more useful life. Many of them are on the way to becoming functionally illiterate too.

The Underemployed and Unemployed :

Leisure can be a blessing to those who can enjoy it and use it fruitfully; it can be a curse when forced on people unable to do either of these things. Education can be a means of turning profitless idleness to account, and thus eliminating it.

Those about to retire :

When we realise that up to 25% of one's life may be spent in retirement, we come to look on it not as the end of life but as a new phase of it, in which there can be much satisfaction. Retired people get immense satisfaction out of catching up on all sorts of knowledge, and the sooner before retirement that a start is made with them the better. Just as with every other phase in life, preparation is necessary for successful retirement but little headway has been made in this field in Ireland up to now. Ideal pre-retirement training goes on right throughout one's life when the habit of knowledge acquisition is never allowed to lapse and the brain doesn't atrophy.

Itinerants :

Itinerants are a special type of poverty group, with all of the group's problems plus the problem of adapting successfully to settled living.

Prisoners :

Many prisoners, especially those on short-term sentences, are in prison because they cannot cope with life. Many of them are illiterate; a great improvement in their condition can be effected while they are " in " and a start has been made. Adult Education can fulfil both preventive and remedial functions for them.

The Aged :

Much of what we have said on those about to retire applies equally to the aged.

Those concerned in any way with mental illness and handicap :

The lay public now knows much about physical illness but still knows little about mental illness and handicap. There is an urgent need for the spread of information on these subjects through all available channels. Adult Education could thus play a large part in dispelling the mystique about mental illness and handicap which is hindering the rehabilitation of those affected. This lack of information is more noticeable, and the rehabilitation prospects therefore diminished, among the lower socio-economic groups. More knowledge, too, would enable more of the mentally handicapped to be cared for at home.

Parents :

Parents in every class are aware of the ever-widening educational gap between them and their children; this causes tension in the home and anxiety among parents. Our higher aspirations for child education must, therefore, be accompanied by wider opportunities for their parents to gain an understanding of what in fact is taking place.

Housewives :

Pressures on the family budget, lack of opportunity to get outside the home, and acceptance by too many families that the mother's place is solely in the home, makes life unnecessarily hard for many Irish housewives. Educational activity could help in all these areas.

Earlier in this Chapter, we noted the problem of reaching the vast numbers of adults who do not seek their knowledge through formal classes. Many of them indeed lack the basic literacy and numeracy skills necessary for that type of education, others are simply not aware of the existing opportunities, while others still are deterred by the traditional image of adult education as a middle-class activity. Not all of the blame lies with those people themselves; our present adult education systems are not adequately organised or structured for them, and not enough thought has been given to adult learning problems, but we shall discuss this later.

EXAMPLE—THE AGRICULTURAL ADVISORY SERVICE:

In the course of surveys or inquiries such as this, one is inclined to seek examples abroad. We have done so, and have concluded that there is as good an example as any in Ireland, in the Agricultural Advisory Service referred to earlier. We, therefore, made a study of this Service and as a consequence believe that the methods, procedures and approaches used in its advisory work could provide guidelines in the extension of informal adult education to other groups in our society.

This advisory service, in addition to a substantial formal adult education service, operates an informal continuing programme directed at farmers, farm workers, farm women and young people entering farming. It makes use of courses, classes, lectures and seminars but the greater part of its work is conducted on an informal, often person to person, basis and it is with this aspect of its work that we concern ourselves here. The Service, which operates through County Committees appointed by the County Councils, under the general direction of the Department of Agriculture and Fisheries, has the responsibility to equip farm and farm worker families with the information, training and skills, to enable them maintain a satisfying level of living.

In the 1966 census of population, 200,000 persons were enumerated as farmers. In addition to the farm owners, the census also included 83,147 relatives assisting on the farms and 46,295 hired workers.

The Agricultural Advisory Service goes about its business in the following way:—

Personnel:

Each year, the Chief Agricultural Officer (C.A.O.) of the county drafts an educational and advisory programme from the programmes prepared by each of his instructors. This programme sets out the main problems which exist in the county and the action which the advisory service proposes to take during the year, in order to help the people to solve them. It points to the educational needs of the people, in relation to these problems and lists the learning opportunities which will be provided to bring them the required information. The programme guides the county advisory staff and indicates to people generally the work which is being done.

The personnel of the advisory service are qualified in the science and practice of Agriculture and Farm Home Management, and they have received training in adult education methods and techniques. Participation in the programme on the part of farm people is voluntary. The programme, therefore, necessitates attention to motivating people to take action on their problems as well as ensuring their competence to carry out action. The teaching methods used are those in keeping with adult needs and interests and stress participation, decision-making through discussion, demonstration, individual counselling and other appropriate methods.

Techniques:

The problems of farm families, especially those on small farms, are

very often both technical and social, and they cannot be separated. The advisory service recognises this and uses a unified family approach focussed on problems rather than on separate projects. The rôle of the farmer's wife is particularly important; her influence is often the prime factor in determining how the farm is worked and especially in the whole approach of the farmer and family to education and progress. This has been given as the main reason for extending the service in 1963 to include Farm Home Management. An advisory and educational service is now available to provide the training and information which women should have if they are to make a full contribution to the management of the farm and home. Instructors in farm home management work closely with the other instructors in bringing joint advice to farm families, so that farm and family needs can be catered for in the plans which are drawn up for production and spending.

The agricultural advisory service exists to help farm people to use their own and other resources available to them, in solving their current problems and in meeting changing economic and social needs. It is the business of the service to get information to people in ways that they easily understand, so that it will result in changes in:—

(i) What people know, e.g., what variety of a crop suits best.
(ii) What people understand, e.g., why a crop failed,
(iii) What people do, e.g., how to use a piece of equipment,
and
(iv) What people feel, e.g., in relation to what they can accomplish in their farms and homes.

The advisory service, from its experience knows that some methods are better than others for getting information across to different people. No one advisory method will reach everybody, nor will it influence everyone it reaches. Experience shows that when several methods are used, more changes take place. Furthermore, information must be provided in many different ways, because of the wide range in the educational levels of the instructors' clientele.

Some farmers can learn from almost any kind of information source such as instructors, neighbours, leaflets, radio, etc. Others, usually those who have received much less formal schooling, are not able or willing to learn other than through personal contact and help from the instructor.

Methods reported as successful by the advisory service for reaching people are:—

1. Individual contacts in which instructors counsel with people on their farms, in their homes, or in the instructor's office.
2. Group contacts at meetings, demonstrations and farm walks.
3. Mass contacts through leaflets, news articles, show exhibits, posters, circular letters, radio and television.
4. Indirect contact by information passed along by word of mouth from farmers who have personal contact with instructors, to their neighbours.

Farm and home visits give instructors first-hand information about the problems on the farms. Through them, they build the confidence of farm people in the advisory service. The individual or personal approach remains a very important means of persuading people to adopt better methods. The use of this method is shown in the following table:—

1968/69	Agriculture	Horticulture	Farm Home Management	Poultry-Keeping
Number of Farm Visits	197,820	65,100	24,100	26,566
Number of Farms visited	78,041	24,895	10,121	10,465

Demonstrations have always proved a successful method of teaching farm people the changes they should make in their farm and home management practices. Neighbours can come and see for themselves what others are doing in situations similar to their own. Instructors regularly encourage leading local farmers to adopt some new practice which is applicable in the area. These then show the practice and give information about it to neighbouring farmers. Up to 2,022 educational demonstrations were arranged in 1968/'69.

The advisory service uses mass communication methods continuously. These include circular letters, news articles, reports, and exhibits at agricultural shows. Advisory officers take part in radio and television programmes.

Two particular examples of the work of the advisory service which serve to illustrate how the officers go about this type of work are the Pilot Area Development Programme and the Small Farm (incentive bonus) Scheme.

The Pilot Area Development Programme:

The Pilot Area Development Programme was established in the 12 western counties, to find the most effective means for solving the problems of these areas. The programme is based on intensive advisory work supported by community action. The key to initiating action is bringing 15 to 20 neighbouring farmers together in local voluntary groups. Representatives from these local groups form the Pilot Area Committee which has responsibility for planning, and carrying out activities for the area as a whole. The Pilot Area Committee supported by local neighbourhood groups forms an effective organisation for the total economic and social development of its area. An important feature of the programme is the co-ordination of the activities of government agencies, which can assist in the development of these areas. Advisory work highlights the rôle of the instructor, in getting farmers to think about their problems, so that they will want to take action in solving them. Getting people to accept and use information is the instructor's main task. Hence the emphasis is placed on bringing farmers together in local neighbourhood groups where the people and the instructor can together discuss their problems and decide what action can be taken.

The Small Farm (incentive bonus) Scheme :

This scheme applies to the whole country. Its objective is to help farmers who have potentially viable farms to farm them in such a manner that they make satisfactory incomes. In operating the scheme, the instructor helps the farmer to draw up and carry out a plan for the development of the farm over a four to six year period. Over 8,000 farmers applied to be included in the scheme in 1968/'69, the initial year of the Scheme, and 4,500 are working to a plan.

EXAMPLE—THE BUILDING CONSTRUCTION TEACHERS :

We have already mentioned the work of the Building Construction teachers employed by most Vocational Education Committees. These men aim at helping people to raise the standard of their homes. They may convince people to build new houses or improve their existing ones. They help in selecting and drawing up plans, they take a large share of the organisation of the building work, they issue certificates of payment for work done, they assist in the making of applications for grants.

In County Donegal, for example, they have been responsible for building work which involved the payment of £500,000 in grants during the past ten years. They have indeed been largely responsible for the disappearance of one-roomed "kitchen houses" in Co. Donegal.

In County Meath, three such teachers were responsible for building work to the value of £150,000, involving the payment of more than £40,000 in grants in 1968/'69.

Recommendation on Informal Adult Education:

One of our most basic requirements in adult education is to promote an even greater extension of this type of activity in rural areas and to find means of initiating similar schemes to meet existing and obvious needs in urban areas.

We urge the Government and Local Authorities to make funds available for such home advisory services; we believe that some of these services are being supplied already for a limited number of urban residents through social workers employed by Local and Health Authorities and through Public Health Nurses, Housing Officers, etc. Existing services should be expanded to meet the demand wherever it arises, but new services should be introduced to fill other needs, e.g., a home economics advisory service, building construction advisory service, horticultural advisory service—for all urban residents. We have given much thought to how such new services should be organised, and we conclude that, in general, they should be attached to the existing Vocational Education system.* We have three main reasons for this:—

*Since the Horticultural Advisory Services in urban areas might more easily be provided through an extension of the function of the County Committees of Agriculture, we recommend that this be considered too. Alternatively, the Committees of Agriculture and Vocational Education Committees might co-operate in the horticultural advisory work.

(a) Vocational Education Committees already have the personnel in their employment, albeit they are mostly concerned with formal education—the same teachers plus more of them could combine class teaching with home visiting.

(b) Vocational Education Committees have already in some places (e.g., Co. Donegal) demonstrated their ability to do such work.

(c) Informal adult education is the " seed " out of which further education programmes can grow. Where the teacher visiting the home has also a classroom and classroom colleagues at his disposal, the growth rate will be rapid and healthy.

In short, therefore, what we are recommending is that vocational school teachers should, as far as possible, engage in extension work, i.e., advisory work in urban society and in rural society where there is a need. This will require some increase in teaching and advisory personnel, but the system should be developed gradually.

However, in addition to recommending personnel, we urge that such personnel be specially trained in techniques, methods, programme planning and design, etc., of adult education and community development.

CHAPTER VI

Formal Adult Education

Formal Adult Education Services are provided by very many agencies and a Directory of these is to be found in Appendix B. Indeed, this country is well served with such courses, although as we have noted in Chapter IV, there is still an abundance of needs waiting to be served. We shall, however, take only one example of a formal Adult Education Service—the Vocational Education System.

Vocational Education Committees have been the main providers of Adult Education Courses for many years, and we shall now examine their function and performance in some detail.

Function and Personnel:

In pursuance of the obligation laid on them by the 1930 Vocational Education Act to develop adult education, the Committees have always kept the requirements of adults in mind when building and equipping schools, of which there are now 350. If permanent schools are not available, they lease or rent premises according to need. Where it would be more appropriate to hold activities for adults on premises other than schools, this may be and has been done.

Serving under the Vocational Committees at present, there is a pool of expert teachers, instructors and administrators with wide and varied qualifications. Amongst the 3,300 whole-time teachers, there are 40 different categories employed for general purposes and 70 different categories employed for special purposes. These do not include part-time teachers whose numbers may increase or decrease according to requirements. Where there is no teacher in the employment of a Committee to cater for a particular kind of adult need, a part-time teacher may be appointed. The remuneration of such teachers is in accordance with their expertise and the standard at which they teach.

Vocational Education is closely in contact with the people. Members of the Committees and Sub-Committees who give service to the general public understand public attitudes and observe public needs. These needs are also identified through parents, students, ex-students, headmasters, teachers, local voluntary bodies, and local industries.

Committees may purchase equipment to suit particular courses, e.g., tape recorders, projectors, lathes, kilns for pottery. Also, Committees may enter into an agreement with the local Library Authorities to set up reference libraries in schools. This practice is expanding.

Special courses, classes, lecture series, etc., normally are provided in accordance with an Educational Scheme drawn up by the Chief Executive Officer (C.E.O.) in consultation with Headmasters, at the beginning of each school year, or specially at the request of particular

voluntary groups, on the understanding that a minimum average attendance of about 9 will be maintained in each case. Fees are nominal and in all cases, teachers are paid by the Committees.

Most Committees make school premises available to recognised Voluntary Associations for their activities, in accordance with specified conditions. For the most part, facilities are provided free or on payment of a nominal contribution towards the cost of heating, cleaning and lighting.

Adult courses conducted by Vocational Committees may be classified under the following headings:—

1. *Leisure, Cultural* and *Quasi-vocational.*
2. *Vocational and Technical,* in preparation for certification.
3. *Remedial:*
   To help adults fill gaps that remain because of late development, retardation or deprivation.
4. *Social Advancement:*
   Help adults change to a more suitable or higher level position: Evening courses leading to Intermediate Certificate, Matriculation, G.C.E., Leaving Certificate.
5. *In-Service Promotion:*
   Help Adults obtain qualifications, post-Leaving Certificate.
6. *Current Needs:*
   Provide courses to cater for *immediate needs* :
   e.g., New Mathematics for Parents, Irish for Parents, Decimalisation, Farmhouse Catering.
7. *Development of Citizenship:*
   Political philosophy, Current Affairs, Sociology, Economics (generally as a "follow-up" to Extra-Mural University courses).
8. Social, Cultural, Intellectual, Physical, Socio-Spiritual, etc.

The following examples illustrate the methods by which Vocational Education Committees, using the flexibility of the system have administered Adult Education:—

I. Teacher, employee of the Committee, having specialist qualifications, gives course in the school, either leisure course or vocational.

Examples: Auto-Eectricity for Garage Employees (Vocational), "Know your Car" for Owner Drivers (Leisure, etc.).

II. Teacher leaves school and gives course or series of demonstrations to groups in outlying district, in response to a request from voluntary organisation.

Examples: (a) Teacher holds series of discussions for a Muintir na Tire Guild on aspects of Civics, Democracy, Economics, Taxation, etc.

(b) Teacher responds to requests from the Irish Countrywomen's Association (I.C.A.) or Macra na Feirme group to run lecture series, public speaking, etc., etc.

III. Committee's teacher does some organising on his own initiative or on instructions from the Committee. Having done research or observations locally, he sees a need and attends to it.

Examples : (a) Short course of general education and basic Business Methods for Young Shop Assistants.

(b) A course for adult itinerants.

(c) Demonstrations for Housewives on "Uses and Abuses of Electricity".

(d) Demonstration and Practice for Housewives, "Home Repairs", etc.

IV. Committee gives the use of school premises to a group or society who have their own organisers and officers.

Examples : Film Society, Gramophone Society, French Circle, Art Club, Discussion Groups, etc.

V. School Authorities arrange for and organise for large audiences. (Teacher acts in secretarial capacity.)

Examples : Lecture series on topics such as Art Appreciation, Civics, Local History, Exhibitions of Paintings, Musical or Choral Recitals, Home Economics Demonstration or Demonstration-Lecture.

VI. School Authorities arrange for T.V. viewing groups. Teacher acts as organiser and guide for discussion groups.

Example : Language Programmes—French, Irish, Agricultural Programmes.

VII. Vocational Committee appoints wholetime organiser whose functions include liaison with grown-ups in his speciality.

Examples : Music, Choral Work.
Irish and General Education.
Rural Science and Rural activities.

VIII. Vocational Committee lends the services of teacher to particular organisations for youth and adult work—part or all of teacher's time, free or otherwise.

Examples : Macra na Tuaithe, Irish Countrywomen's Association.

IX. Extension work, Home Economics and Home Advisory ser-

vices, reaching to the rural housewife while a teacher of building and Home Improvements reaches to the householder. (A co-operative effort between Domestic Science and Building Construction.)

X. Vocational Committee appoints teachers to devote their time *completely* to adult requirements (and youth).

Examples : Rural Building Construction, Home Improvements throughout the Republic but particularly in Western Counties (there are 84 of these Building Instructors).
Irish and General Education, Home Crafts, First Aid and Nursing.

XI. Teachers' services are given for rehabilitation work, occupational therapy or other humanitarian aims.

Examples : Rehabilitation Mental Hospitals.
Craftwork and Woodwork, Lip-reading.
Cookery for the Blind.
Basic Education for Adult Itinerants, etc., etc.

XII. The Committee may appoint a teacher to help in a distinct purpose in Adult Education, e.g., Nursing and First Aid, Weaving and Home Crafts. General Education to Skill Training Courses, General Studies in Colleges of Technology, Social Work, etc.

XIII. Finally, there are the courses which Committees and their officers launch in co-operation with other organisations. The list of examples which follows indicates what a complex of activities can materialise when a committee reacts favourably to needs and requests. Generally speaking, in such courses, the Vocational Education committees provide the accommodation and its officers do the administration.

Course :	*In Co-Operation With :*
Guest-house management:	ESB, Bord Iascaigh Mhara (BIM), Bord Fáilte.
Boat-building:	Local Tourist Development Groups, Bord Fáilte.
Physical Education:	Athletic Clubs.
General Education for Army Personnel:	Army Authorities.
Home Makers' Intensive Courses.	Spiritual, Medical, Commercial Interests.
Training of Skills for Industry.	AnCO Training Boards.

Course (Contd.):	*In Co-Operation With :*
Work-Study:	Irish National Productivity Comm. (INPC), Local Industry, Work Study Institute.
Rôle of Supervisors:	Irish Management Institute (IMI), Industrial Development Authority (IDA), Local Industry.
Drama, Production, Acting:	Amateur Drama League, Equity, Foras Éireann.
Social and Economic Studies:	(Extra Mural) Universities, Educational Bodies, Local Organisations.
Traditional Music:	Comhaltas Ceoltoiri Éireann, Conradh na Gaeilge.
Irish and Gaelic Activities:	Conradh na Gaeilge, Club Leabhar, Comh-Choiste an Fhainne, etc.
Lecture Series:	Royal Dublin Society (RDS), Barrington Trust, Shaw Trust.
Musical Recitals:	Dorothy Meyer Foundation, Foras Éireann.
Visual Arts Exhibitions:	Arts Council, Music Association of Ireland.
Home Crafts, Cookery, Home Economics:	I.C.A., Muntir na Tire, Local Bodies.
Marine Navigation:	Department of Agriculture and Fisheries, B.I.M.
Weaving, Knitting, Home Crafts:	I.C.A., Gaeltarra Éireann, Roinn na Gaeltachta.
General Education for Industrial Workers:	Local Industries and Factories, e.g., Communications, Civics, Home Making.
Rural Building and Home Improvements:	Local Government, Co. Council, Planning Authority, Roinn na Gaeltachta.

Types of Teaching Methods Used :

The learning experience in vocational education adult courses is not designed primarily to help anybody to get pre-job qualifications. The courses are aimed at those already in society, for their training and re-training, to improve standards, to provide worthy leisure occupations, to help the national and local economic effort, to promote rural industries, and for rehabilitating rural areas, raising living standards, understanding national economics, improving spiritual values, sharpening the awareness of national identity, developing community spirit, safeguarding national traditions, improving health and fitness, providing useful hobbies, etc., etc.

Learning is effected by:—

1. Class confrontation: One teacher to one group practical, theoretical, demonstrational.
2. Many teachers with varying specialities to one group: Composite Course. (e.g., Home Makers, Guest-house proprietors.)
3. Discussion Groups, Syndicate Practice, Study Circles, Case Studies.
4. Demonstration only, or Lecture-Demonstration.
5. T.V. or Radio, viewing or listening, with discussion.
6. Debating Series: teacher as guide or chairman.
7. Lecture Series: teacher organises.
8. Day Release, Block Release, Sandwich courses (Vocational).
9. Project Preparation (Cultural), Preparation for Play, Concert, Feis.
10. Group Project guided by teacher (Practical).
    Short periods of instruction followed by visit of teacher to individual project.
11. Pre-Marriage Courses: School Authorities, Local Clergy, Domestic Science Teachers; Medical Experts, etc.
12. Courses with Socio-Spiritual aims: Dublin Adult Education Committee, Dublin Archdiocese, Local Voluntary Groups.
13. Public Speaking and Debate: Macra na Feirme.
14. Leader Training: Macra na Tuaithe.

The following table summarises the formal Adult Education contribution by Vocational Committees during 1967/'68:—

	Aggregate Enrolment	Aggregate hours of attendance	Aggregate hours of instruction
Part-time Day Courses	17,290	792,591	93,074
Part-time Evening Courses	68,881	2,039,285	183,623
TOTAL	86,171	2,831,876	276,697

Formal Adult Education—Some Considerations and Recommendations:

We said at the opening of this Chapter that many agencies provided an adult education service and again we draw attention to those listed in Appendix B; no doubt, there are others of which we have not heard. The summary which follows would, of course, be fully expanded in the final report.

1. The participants' social "circuit" should be used, e.g., athletic clubs, darts groups, beagling clubs, etc.
2. Courses in social skills and personal improvement and interest courses must be developed.

3. Every course successfully completed should be rewarded with some standard credit.
4. Organisations and Institutions which promote cultural education must be encouraged.
5. Employers should accept some of the responsibility for adult education of their employees, even if only to encourage them. They might well consider giving time off with pay, or alternatively, pay the class fees for employees who improve themselves by study and learning. It may be worth considering a system on the lines of AnCO's levy, so that employers who meet such adult education responsibilities would not have to carry all the financial burden. Such a levy would not amount to more than ·5% on wages and salaries. Indeed, it would create an appreciation of education on all sides if the levy were to be met equally by employer and employee, i.e., ·25% each.
6. Ireland needs an Institute of Industrial Relations; we expand on this in Appendix C.
7. The feasibility of a separate College of Trade Union Education (as distinct from an Industrial Relations Institute) must also be explored. It has been suggested to us that such a College should be operated by the I.C.T.U., be autonomous but be supported by some degree of State subvention.
8. Fees for adult classes can be an inhibitant; we recognise however that "something for nothing" may not be valued but nonetheless urge that nobody be turned away for want of money.
9. Universities should continue to provide evening diploma and degree courses.
10. Adult Education tends to have a "middle class" image; the lower socio-economic groups must therefore be especially aimed at.
11. Competition is an immense stimulant in learning.
12. Teachers and other community leaders should reach out to make personal contact with adult members of the community who need education, e.g., the teacher who goes out to the home to discuss a child problem should be alert to interest the parent in furthering his own education; the social worker on a home visit should be alert for the same opportunity.
13. There is no doubt that many social problems derive directly from "round peg in square hole" situations, with individuals reacting subconsciously and often violently against environments with which they cannot cope or perhaps no longer tolerate. Typical of these is the adult of considerable native potential—academically or otherwise—who for a variety of reasons did not obtain a qualification necessary for entry to courses leading to posts that otherwise his capacities would enable him to fill competently.

Courses leading to the cumulative Leaving Certificate or similar qualification can go a long way towards relieving much of this problem, but while there is evidence of a growing demand for such courses, the number of applicants in small centres of population may be too low to justify the expense involved.

An obvious solution would be to subsidise necessary transport to larger centres.

14. Adults should have an adequate counselling and guidance service, whereby to identify needs and to make decisions on how to satisfy them.

15. If a person admits to having only one educational need and be that even for hobby purposes, then it can be a framework around which a whole education programme can be constructed, for example, the housewife anxious to advance her cookery knowledge may be glad to improve her English, in order to follow the teacher better; her contact with the school may excite in her an interest in learning dress-making or a craft or art; a whole field of education can be offered to her in this way.

16. The whole approach in adult education must be flexible.

17. Modern methods must be employed as much as possible, but we shall deal with these in more detail later.

18. We believe that any adult education programme which is entirely or mainly technological should include wherever possible subjects related to the culture, history and language of the country.

19. Young people who must acquire practical experience before proceeding to further higher education should be facilitated as far as possible with suitable evening courses to keep their education up to date and to advance it as well.

20. Each executive with a responsibility for Adult Education should survey and keep up to date a list of retired and other people who would be available to give adult education services.

21. Teachers and other personnel involved in the adult education " service " should receive some formal training in adult education and community development. We shall deal with this more fully later.

22. The development of Departments of Adult Education in our Universities, as distinct from Departments of Extra-Mural Studies, should be carefully considered in the light of cost, possible duplication of services especially research and training and the likely establishment of a National Institute of Education.

CHAPTER VII

The Function of Voluntary Organisations

Voluntary Organisations of all types and including Trade Unions, Employers and Trade Associations, because they have access to large groups of people, must be given recognition in the development of an adult education programme. Normally, the demand will come from them anyhow, and in the absence of a continuous monitoring system on needs, they must be regarded as fair interpreters of the demand of the community for whom they profess to speak.

In addition, the leaders at all levels of these organisations are themselves stimulators of group and community action, which action if orientated towards informing or educating is in itself an important part of permanent education. Even more so, it is important that leaders be adequately educated as any education absorbed by them has a multiplier effect. While the purpose of people associating in organisations is not always, nor even often educational, the objectives of the organisation can almost always be better achieved if its members are well informed.

Thus, we regard as of the highest importance the training of voluntary leaders.

Each group will have its own particular leader—training needs, its own resources—limited or otherwise—and its own freedom to select, or plan its own educational programmes.

We urge that leader-training be supported and encouraged at all levels of central and local government. Examples of leader-training programmes and processes are:—

1. University extra-mural courses, e.g., that of U.C.G. in Appendix D.
2. University intra-mural short residential courses (Appendix D).
3. Short (week-end) Residential Courses arranged by organisations themselves.
4. Sessional courses on particular subjects or groups of subjects provided by Statutory and other Educational Bodies.
5. Correspondence Courses.

There is no such thing as a standard formula for leader training. One set of leaders may require an intensive course in economics,

another in procedure at meetings, another in accounting, another in public speaking.

The urgency of leader-training is nowhere more evident than in the field of community development. We do not believe that community development is a system which can itself be brought about by direct action; we believe that communities gell progressively of their own accord when the elements of which they are composed have achieved a full understanding of their respective obligations, status and goals; this can only be brought about by well-informed and effective leaders.

CHAPTER VIII

Personnel

The primary resource of adult education is the teacher, adviser, lecturer or instructor. Advances in technology* increasingly place new means and methods of learning at the disposal of students; these may affect the rôle of the teacher but will not eliminate him. It is, therefore, important that we consider the training and preparation of these teachers and instructors for their careers.

The easily identifiable groups most concerned with educating adults are:—

Full-time Vocational Teachers.
Agricultural Advisory Officers.
Specialists, either: (1) Full-time
or
(2) Part-time.

Vocational Teachers:

A very large proportion of these teachers, particularly those recruited in the recent past, even though statutorily charged with responsibility for educating adults, receive no formal preparation for this part of their work.

Agricultural Instructor:

The would-be Agricultural Instructor in his primary degree of B.Agr.Sc., studies under the heading of "Communications", the principles of adult education, their application in the rural context, teaching methods and techniques, etc.

It is to the credit both of the Agricultural Advisory Service and of the Department of Agriculture and Fisheries that there is a continuous building on this foundation, through in-service training, and regular seminars on methods. In addition, post-graduate courses in Agricultural Advisory work have been provided with the co-operation of University College, Dublin, in recent years.

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*"The first function of technological media (audio vision instruction etc.) is to supplement the teacher through enhancing his effectiveness in the classroom . . . . Educational media are both tools for teaching and avenues for learning, and their function is to serve these two processes by enhancing clarity in communication, diversity in method, and forcefulness in appeal. Apart from the teacher, these media will determine more than anything else the quality of our educational effort. A second function of technological media is the direction of routine students' activities. This function enhances overall productivity and allows the teacher assume a new, yet important, rôle as evaluator and keen observer of student behaviour and reaction and to be less concerned with clerical-mechanical chores." (1963 Task Force of the Department of Audiovisual Instruction of the National Education Association, U.S.A.).

Specialists :

(1) *Full-time :*

There are many other bodies engaged full-time, or almost full-time, in the teaching of adults, for example, the Irish Management Institute, the Institute of Public Administration, An Chomhairle Oiliuna, the Irish National Productivity Committee, etc. Each of these takes care of its own instructor/training.

(2) *Part-time :*

A large number of professional and skilled people make themselves available to the community as part-time educators through Vocational Schools, University Adult Education and Extra-Mural courses and on the lecture circuits of many other educational bodies and voluntary organisations. Generally, they will have received no formal preparation for educating adults.

Training of Adult Educators :

The imparting of education to adults requires special skills if the work is to be fully effective; a few people have a natural ability to transmit knowledge with ease and great effect, the remainder must acquire the necessary skills.

It is obvious, therefore, that many of those involved in adult education work would benefit from suitable courses on " Adult Education principles, methods and techniques ", with consequent benefit to the community at large through more effective communication and stimulation.

In Britain, there are courses in Adult Education techniques, leading to certificates or diplomas; we have heard of similar courses in America and elsewhere, but we conclude that the work of the Department of Farm Management, University College, Dublin, in the training of present and future Agricultural Advisory Officers, might be emulated elsewhere or extended, in order to provide immediate short courses for those already in Adult Education in all services (Appendix E.).

Payment for Services :

There is a not unusual problem of which we have become aware. It is the poor reward which so many part-time adult educators get in money terms. For instance, we were told that wholetime vocational teachers do not get paid anything extra for adult classes, given over and above their normal duties. We recommend that such teachers be paid the same part-time rates for such additional work, as would any part-time teacher. We consider that the part-time fees paid to all teachers and instructors need to be reviewed.

CHAPTER IX

Buildings and Accommodation

For formal adult education activity, a building with suitable accommodation is needed, whether it be a school, hotel, university parish hall or educational centre. Sometimes, groups of adults meet in one of their homes for class but this is more the exception than the rule.

There are so many claims on the limited resources of a small country like ours that it is evident that maximum use must be made of existing buildings before schemes can even be considered for the erection of special adult education centres. We have no doubt but that existing buildings, if made available, would adequately meet the need.

Schools :

It is only in the Vocational system that schools are normally made available for adult teaching, instruction or meetings. Generally, the schools are suitable for adult activities as not alone is the furniture designed to meet the needs of grown-ups but in addition, laboratories, metalwork and woodwork rooms are also available. Comprehensive schools built as such, while few, are excellent examples of buildings designed to include adult education activities and are already functioning admirably in this regard.

The availability for evening classes of secondary and primary schools varies greatly from place to place, but they are obvious resources in the expansion of adult education. In recent years, the Department of Education has incorporated a multi-purpose room in its plans for new primary schools; the room is furnished with chairs instead of desks and each has a kitchenette attached. Here, one sees the nucleus of a community centre and certainly a splendid development from the adult education point of view. We hope that School Managers will make primary schools in their care more available to the community and that the principals of other schools will not deprive the community of adult education space where it is urgently needed.

We also believe that small primary schools which have been closed should be made available as community and Adult Education Centres.

Residential Adult Education Centres and Summer Schools :

It is a pity that there are not a few more full-time residential centres of adult education like that of the Irish Countrywomen's Association at An Grianan, Termonfeckin, Co. Louth, which could serve the needs of many people and organisations desiring adult education. However, an alternative would be to negotiate the use of boarding schools and colleges during the holiday periods. This is

already taking place but only to a limited extent; we know for instance that the Franciscan College at Gormanston is much used during vacation and other Colleges are similarly used. Some Universities here conduct Summer Schools for foreign students and accommodate them in local Boarding Schools.

We are also aware that Opus Dei offers its Residential Centres for short and long courses.

Universities :

The lecture rooms and halls of the various Universities and University colleges are becoming increasingly open to the public for classes, occasional lectures, seminars, concerts of all kinds, music, art exhibitions, etc.

Hotels :

Hotels throughout the country are being used more and more for many educational activities. Not alone are hotel managements anxious to have their facilities used during the off-season, but the Adult Education organiser or planner is relieved of anxieties about heating, lighting, maintenance, etc. We urge more hotels to equip themselves with suitable furniture e.g., small tables, blackboards, projectors etc., and indeed the State might encourage such developments by appropriate grants.

Already, many agricultural classes and seminars are held in hotels; even voluntary organisations hold their leadership training courses and other seminars in local hotels, although their own hall may be only a few miles away. In the larger centres of population, most Management and Trade Union seminars are conducted in hotels, and it looks as if this trend will continue.

The reasons why hotels are attractive—decor, furnishings, easy provision of tea and refreshments—could well be noted by those designing other buildings for education.

Organisation and Parish Halls :

These were originally designed as recreational centres for dancing, film shows and drama and even though used for educational activities at times, are seldom ideal—heating is generally inadequate, and furnishing not suited to class meetings. Those with rooms and annexes could be adapted, and many Vocational Education Committees have done this.

Learning at Home :

The home may be used for adult education by the individual himself, the family by itself or a group of neighbours. The discussion group system which has been well developed by the Agricultural Advisory Service frequently uses the participants' homes usually in rotation. Sometimes a housewife offers her kitchen as a class-demonstration centre for her colleagues and accommodation problems have sometimes been resolved by teachers and instructors in this

way. In many countries, study circles based on the home, play an important part in adult education programmes and indeed many scholars of our own country in times past got most of their learning around the fireside.

We shall be considering Radio, Television and reading material in the next chapter, but these of course belong almost essentially to the home.

Education through correspondence is another activity belonging to the home. To date, there has been little development in this field in Ireland. A few Correspondence Colleges in Dublin cater for students seeking professional qualifications, for those who wish to sit for the Intermediate or Leaving Certificate Examinations and for those who wish to pursue language or other interest courses. In addition to the numbers enrolled in the Irish Colleges, it is quite likely that far higher numbers are enrolled in the longer established, widely advertised and possibly better equipped English Correspondence Schools.

The arrival of the Cumulative Leaving Certificate should increase the numbers enrolling in this country, and possibly also bring into existence more institutions of a similar kind.

The great strength of this method of education is that it allows for study at home and, at the same time, the student is kept moving by a tutor at a reasonable pace through having to answer questions, submit essays etc. Attention to individual problems is also guaranteed. As the correspondence student is at a disadvantage for want of face to face contact with his teacher and discussion of problems with fellow students, it is all the more necessary that he receive better than average help and guidance. To ensure, therefore, that good educational standards are maintained by a competent staff, it should be the prerogative of the Department of Education to license only such Colleges as would meet its requirements.

CHAPTER X

Other Media

Textbooks, Journals, Magazines, Newspapers :

There is no need to elaborate on the basic fact that books and leaflets either of a general nature or with a special educational bias are a fundamental resource of Adult Education. All that need be said is that the more cheaply they can be produced, the more available they will be to the reading public. It is worth noting that in certain fields, e.g. social science and economics, there are few popularly priced books available on Irish topics. Many educational leaflets are available free to the public e.g. those of the Department of Agriculture, Local Government, Labour and Health.

The other printed media of communication have the largest audience of all the media in the country and in recent years, the daily and weekly newspapers have realised more and more their responsibilities and are making a massive contribution to the education of adults.

The quality and standard of magazines and journals, religious and lay, is generally excellent in Ireland.

Libraries :

A library is a great deal more than a store-house of books; it is a store-house of knowledge. A good librarian is an " information centre " and can guide and inspire learning. All those involved in adult education, whether professionally or part-time, can benefit greatly from close contact with the librarian, a contact necessary in any case to the librarian if he is to select and stock books related to educational activities and interests.

The Public Library system of this country, though underdeveloped and underfinanced, provides an essential educational service to the community. Not alone is the eager adult or student provided for but it reaches a proportion of the 90% of people who do not formally involve themselves in educational activities.

It is all the more necessary, therefore, that Public Libraries be stocked, extended and kept in a condition that will attract more and more people to them. A national campaign advertising their services as part of an adult education awareness drive would be money well spent.

As the aims and objectives of all Public Libraries are educational, possibly a more effective use could be made of them, not alone in the context of adult education, but in the context of all education, if responsibility for their operation were transferred from the Department of Local Government to the Department of Education.

Audio-Visual Aids

There is now a vast range of these, some of them such as the blackboard have been with us for a long time; others, such as Electronic Video Recorders are about to arrive. The blackboard itself has been developed into flannel boards, flip-over charts and magnetic boards. Use is made of tape recorders, slide and filmstrip projectors, films, film loops, overhead projectors, sound/slide or strip projectors where the sound is synchronised with automatic slide projection . . . . the subject could form a report in itself and indeed nowadays brings about special exhibitions and conferences.

Equipment ranges from programmed learning machines to the hardworking duplicating machine, without which class notes could not be so much available; and now the photocopying machine is further helping to make more accessible extracts from books, records and maps.

An important factor with most, if not all, of these audio/visual aids is that the instructor can make his own programmes or use those of others. Knowing how to use a 35 mm camera, a slide projector and a tape recorder is part of knowing how to teach.

Radio and Television :

Radio Éireann has been on the air for just over forty years, and its television colleague for eight years. Like the newspapers, they are both having an increasing educative effect on the public. They, perhaps, stimulate interests more than they actually educate, but their potential for both is not only vast but dangerous. Every adult in the country is in one way or another influenced by Radio and Television.

In its forty years, Radio Éireann has played a very distinctive part in educating the Irish public, mostly by means of entertainment and popular programmes; at present, it sends out two hours of direct education per week, but the educational content of some of its other programmes as well as those of Telefís Éireann is high. Telefís Éireann sends out around four hours of direct education a week but at valley viewing times.

Television has undoubtedly more potential for education than has radio. Its increased educational use would call for a second television station. We would like to see this, but we recognise its cost as prohibitive. A second radio station is, however, a possibility that should be examined sympathetically. Its planning and use would call for longer study, as it should be part of a total educational system, associated with textbooks and live teaching.

Further, consideration should be given to the erection of some mini-television stations throughout the country. Apart from the initial capital outlay for such stations of approximately £100,000 each, little other capital costs would arise. Running costs would be low, as educational and other material could be drawn from stocks available at national and international level. Their use would be carefully planned, and could be both or either open circuit (available on any television set) or closed circuit, available to groups meeting

and studying together at sub-centres within the area. Such groups could get the larger part of instruction by television, and come to the main centre occasionally to meet the tutors.

Initially at least, such regional educational television centres should be associated with educational institutions. The proposed Limerick Institute of Education might give the best opportunity for a pilot project.

General Principles :

We consider that the following principles should apply to educational Radio and Television:—

(a) They should not be separated from the more traditional ways of imparting knowledge and of learning; they should be regarded as highly important auxiliaries to such methods, stimulating the audience and creating an appetite or a desire to learn more.

(b) The educational value of Radio and Television for adults cannot be confined to programmes intended specifically for the purposes of adult education. Such programmes are having increasing time given to them by R.T.E. but the threefold purpose of Radio and Television—information, education, and entertainment—is best realised within the context of the total programme.

(c) There must be research by programme planners to identify educational needs common to many people, and which can be satisfied by the media. It should be a matter of policy for those responsible for the media to create an educated climate sympathetic to the best traditions and ideas of the country and so heighten the country's awareness of its national identity. In Ireland's case, on the verge of entry into Europe, this is an important task.

(d) The best educational results are often achieved when the climate of a station is educationally biased, without obtruding on the public consciousness. It seems superfluous to mention, but it seems to require re-statement at times, that the climate should be sympathetic to the best traditions and ideals of the country without at the same time being soporific in effect.

University of the Air :

A University of the Air, or as it is now known, the Open University, has just been started in Britain. It offers opportunities to people of all ages, with or without academic qualifications, to study for a degree through the provision of linked television, radio and correspondence course under tutorial supervision. Arrangements are also made for the students to attend seminars, study weekends, laboratory sessions and summer schools, where they make contact with their teachers and fellow students. For want of information, we are unable to make

any recommendation, but we consider that the matter is worthy of a separate study, if not for degree courses at least for credit courses integrated with a credit system in our existing Universities which would lead to a degree. The possibility of a link with the British Open University should also be explored.

Looking to the future :

Education has not been overlooked in the major technological developments which have taken place in the world, and the means of communication available to educationists has expanded greatly.

Because of these developments, many changes have taken place, and will continue to take place in learning and teaching techniques, to such an extent that the situation described hereunder*, which would have seemed far-fetched ten years ago, could become a reality in the foreseeable future.

> The local public library or " House of Culture " will provide an educational centre for adult students. At the Tape Bar, students will consult a language adviser about new study materials, which have just been publicised on radio or television. They will join a group of fellow students at the " Listening Table ", where recordings of interesting literature will be played. In small lecture theatres, they will watch, and listen to, video-tape background programmes on the civilisation and everyday life of the countries whose languages they are learning. If the students come across something which needs more thorough learning, they can easily borrow a cassette or tape to play at home. Finally, in the comfortable Education Hall, they will smoke and talk " school ". Here, the only thing that they will miss, will be that ever popular object of slander: the teacher. Even so, they will certainly find some other excuse for their lack of success in their studies.
>
> When our adult student returns home, he will sit down in his comfortable arm-chair in his Language Study Corner. Here, he will adjust the loudspeaker of his special telephone and then join in his afternoon, " over the 'phone " French lesson. The teacher, M. Dupont, has eight other students in the same telephone study group, and all can hear what the other members of the group are saying. M. Dupont will listen to Student A, reading from an article entitled " Problemes douaniers du Marche Commun: les liqueurs " and will correct his pronunciation. He will then ask Student B a question on the text and make Students C and D discuss this highly interesting subject in the light of their own experience while he himself drinks a glass of cognac unseen. M. Dupont thinks that these telephone lessons are far more pleasant than those in the classroom or on the television, for they are so much more comfortable, and, of course, the students cannot see his glass. On the other hand, lessons in

*Professor Max Gorosch, Copenhagen School of Economics, writing in " Education and Culture " (Council of Europe publication).

the classroom or on television can be more realistic, because facial expressions and typical gestures can be added. Sometimes, M. Dupont will ask a French friend to join him in the lesson. The friend can either be a visitor or somebody to whom M. Dupont can telephone, somewhat on the lines of " The Guests " in television programmes.

When our adult student wishes to listen at home to a special lesson on French grammar, perhaps on the subjunctive, he will look up the reference in the " Catalogue of the Language Learning Dial-in Service "; dial the number and then, via the automatic exchange, put himself through at any hour of the day or night to the lesson in question. This lesson will be given by a specialist and will be interesting and have a personal touch, for the student will be asked to read aloud, to answer questions and to do homework. In the same way, the student will be able to dial for a language test to discover how successful he has been. The test will be assessed by a language adviser and, if the student wishes, the result will be stored in an electronic register, from which the student can obtain a report on himself at the end of term. If the report is favourable, the student will be able to use it as a certificate. If it is not, it is always useful to know what one has to improve. As our adult student is very busy and sometimes comes home very late, he is grateful for the dial-in service which is available round the clock.

CHAPTER XI

Structure

The Minister asked us to recommend a permanent organisation, in order to serve the adult education needs of the community. We have given much thought to this request, and from a number of possibilities have chosen what follows.

We are well aware of the overlapping and lack of real co-operation amongst most of the services providing adult education in one form or another. We were disappointed to discover that the preservation of some agencies' dominance in some field of adult education could hinder adult education development. We have observed petty jealousy and petty selfishness side by side with dedication and enthusiasm, and we blame Government Departments at the top for this state of affairs. Our attention has been drawn to this lack of co-ordination in a number of submissions, and its existence has been proven to our satisfaction.

We believe that in general the people of this country have available to them as good an adult education service as there is in the world, and we believe that it could be many times better if there was co-operation. We would be happy if nothing other than co-operation came out of this survey, because that alone would bring about the intensification of effort we desire with a great, though not easily measured, conservation of resources. As we said at the beginning, detailed information on needs would be useless without an adequate system to provide for them.

We have concluded that, at least, the following bodies contribute an adult education service to the community:

Department of Education.
Department of Agriculture and Fisheries.
Department of Defence.
Department of Health.
Department of Labour.
Department of Local Government.
Department of Social Welfare.
Vocational Education Committees.
County Committees of Agriculture.
Radio and T.V.
Public Libraries.
Local Health Authorities.
The Churches.
Voluntary and Welfare Organisations.
Trade Unions.

Farming Organisations.
Employers' Organisations.
Sports Bodies e.g., G.A.A.
Industry and Business in general.
Successful people within areas or groups.
Universities.

To achieve co-operation, some co-ordination will be necessary; co-ordination does not mean control; we mean it as guided co-operative effort and we hope that for the sake of the country's welfare, all those agencies named above, and any others providing an adult education service who draw all or part of their finances from the tax-payer, will accept that co-ordination is necessary and will accept the recommendations we now make.

Local Structure :

For the country areas, we recommend that a County Officer, analogous to the County Development Officer in the Western Counties be appointed as co-ordinator and that in the cities of Cork and Dublin, one such officer be appointed for roughly each 100,000 of the population. The ideal system would be for such an officer to be employed by the Vocational Education Committees, but we are satisfied that it would not be right for any one authority to have even the appearance of jurisdiction over the other, although that is not at all our intention.

This officer would not be able to dictate to agencies involved in adult education in his area; his function would be to co-ordinate and to be " Mr. Adult Education " for his county or area. An elaboration of his functions and training requirements is given in Appendix F.

It seems to us that there does exist in the Western and in a few other counties an ideal system on which to establish such an officer; it is the County Development Team. It is already a co-ordinating body, it is widely representative and therefore provides for the widest possible consultation. It has proven its ability and its County Development Officer has been an important and essential leader in many developments. Our recommendation is simply that the County Development Teams employ another man each, this man to report directly to them and to be the County Adult Education Officer. In counties where there is not a County Development Team, it is worth setting up one for Adult Education alone, and in the large urban centres an analogous body should be established.

As in the case of the County Development officers, the Adult Education Officers' salary and expenses should be provided by the Department of Finance.

We recommend that this system be given a trial in five areas:—

County Monaghan.
County Roscommon.
County Louth.
County Kerry.
Dublin City South West.

We see one special necessary function which this officer might fulfil—an Information Service. There is a need for at least one central office in each county and large area where information would be readily and immediately available to enquirers on any of the county or local services, local organisations, fixtures and functions (seminars, open days at research centres, training courses etc.). Such a centre would be not only an information pool, but the focal point of many co-ordinations in addition to the co-ordination of adult education.

We deliberately refrain from recommending any further organisation, but we do think that each Adult Education Officer ought to promote a consultative body in his own county or area drawn from organisations who have adult education interests.

National Structure :

It is likely that the Adult Education Development Officers will meet problems of co-ordination calling for action at national level.

We, therefore, recommend that there be established by the Government a permanent Council of Adult Education, its members to be representative, in the majority, of the national community and appointed by the Government, and in the minority, of the Government Departments most concerned in implementation and in co-ordination—the Departments of Finance, Education, Agriculture and Fisheries, Labour and Local Government; this would give a Council of eleven persons.

The Council would be financed by the Department of Finance and would employ a Chief Executive, whose duties would be to execute the Council's policy.

We believe that the system we recommend will be successful, and it should be extended progressively to other counties, or developed on regions because it could well be that regions will be more efficient units for co-ordination.

Aontas :

We have taken account of Aontas—the recently established National Association of Adult Education, and we believe that it can, as a voluntary body, carry out an essential and important function in monitoring and auditing the performance of adult education programmes throughout the country, and in providing information to its members and the public at large. It could function too in promoting the local consultative bodies mentioned above.

CHAPTER XII

Research

Research in Adult Education has been neglected in Ireland; while experimental and expensive programmes have been conducted, most of them have not been scientifically evaluated. Much research is needed but this country is too small, and its taxpayers too few to be able to support adult education research at more than one main centre. We do not know enough about the proposed National Institute of Education to take account of it in our recommendations, but it could well be the main centre for such research. We recommend that the Council of Adult Education be responsible for allocating research projects and money. It could, of course, distribute research over any one of the country's educational Research Centres i.e., Universities, An Foras Talúntais, Institute for Industrial Research and Standards, An Foras Forbartha, etc., etc., but essentially it would control it.

Areas of Research :

(1) The adult in his capacity as:—
   (a) Participant.
   (b) Learner.
   (c) Personal motivation to learn.
   (d) Interests.
   (e) Rôles and Development Tasks.

(2) Techniques and methods of Adult Education.

(3) Organisation of Adult Education.

(4) History of Adult Education.

(5) Different programmes of Adult Education.

(6) Community Development and Community Adult Education.

(7) Education of special groups (as trade unions, business and industry, older adults).

(8) Identification of leaders and leadership training.

(9) Drop-outs in Adult Education.

(10) Evaluation—process, techniques etc. (achievement research).

(11) Mass-media.

(12) Programme Development process.

Suggested Priorities in Research in Adult Education :

(a) Where and amongst whom are the most pressing Adult Education needs?

(b) How can these needs be resolved?

(c) How can participation in an adult education project be maintained?

(d) Evaluation of completed adult education programmes e.g., the U.C.C. Extra-Mural programme over the past 24 years.

(e) What motivates adults to learn? How do adult education programmes modify motivation?

(f) How do social values affect participants and actual learning?

(g) To what extent should the participant be involved in determining objectives?

(h) How can the effectiveness of adult education be determined?

(i) What styles of leadership produce change most efficiently?

(j) Why drop-outs from adult education?

(k) Continuous evaluation of new teaching techniques as they may be applied to adults.

CHAPTER XIII

Finance

On the basis of submissions made to us and our own estimates, we calculated that at least £3,100,000 was expended on Adult Education activities in Ireland in 1968/69.

This figure must however be regarded as an estimate rather than a completely accurate calculation because:—

(a) Vocational Education Committees who are among the biggest adult education "spenders" are also responsible for much wider educational functions, and separate accounts are not normally kept for each of these. Consequently, it is extremely difficult to identify what exact percentage of the expenditure of the Vocational Education Committees goes to Adult Education.

(b) Many Government grants are made to organisations who include an adult education activity in their programmes. We found it virtually impossible to determine what proportion of such grants was applied specifically to Adult Education.

(c) In the many cases where some of the funds of an organisation with aims much wider than adult education alone are diverted to adult education, e.g., Trade Unions, Rural Organisations and Church Related Bodies, it is equally difficult to specify how much is spent in this way.

(d) While we did receive financial information from a large number of organisations, there were many who did not submit such information and so we had to make estimates. We are hopeful that more of this information will be available in time for our final report.

Sources of Finance:

Adult education in Ireland is financed from several sources of which the following are the most common:—

(a) Funds from Central and Local Government. These form the principal sources of finance of Vocational Education Committees and of County Committees of Agriculture; the proportion of these funds apply to Adult Education accounted for approximately £2,300,000 in 1968/69.

(b) Grants, subsidies and deficit payments from various Government Departments to certain organisations. The size of these grants may vary from year to year but in 1968/69

the proportion of them applied to adult education accounted for approximately £500,000.

(c) Moneys generated internally by organisations. This is achieved mainly by:—

(i) Fees from students.

(ii) National collections from the public.

(iii) Lotteries, performance-concerts, recitals etc.

(iv) "Flow-over" grants from a non-educational sector of an organisation to the education sector e.g. R.D.S., Diocesan Funds, Trade Union funds etc.

(v) Sales of publications.

(vi) Interest on investments.

As has been explained above, our calculations for this sector are very far from definitive for want of information. From evidence available to us, however, we believe that this source of finance accounted for at least £300,000 in 1968/69.

(d) Trusts, Foundations, Bequests, Commercial Sponsorship. While there has been some finance available for Adult Education from these sources in the past, it has been very limited e.g., the Kellogg Foundation, the Gulbenkian Foundation, the Shaw Trust etc.—and has not accounted for any great amount of adult education activity in Ireland. This is in sharp contrast with the position in many other countries, and it is to be hoped that this source of finance will take responsibility for a far greater proportion of Ireland's adult education in the future.

When considering the allocation of resources to Adult Education in Ireland, two other extremely important factors have to be taken into account:—

(1) The contribution of the mass-media to Adult Education. It would be an impossible task to identify the proportion of the expenditure of the mass-media which can be attributed to Adult Education. We can make an informed guess in the case of Radio Telefís Éireann, and we estimate that approximately £600,000 of its annual expenditure could reasonably be ascribed to adult education i.e. 30% of its total expenditure because we reckon that at least 30% of its total programmes would be of an adult education character.

We could not even attempt to put a figure on the contribution of newspapers, national and provincial, journals and magazines, but all these make substantial and important contributions to Adult Education.

(2) A vast abundance of human and other resources, which cannot be measured in money terms, is diverted to Adult Education activity annually e.g., the tremendous help given

by many voluntary workers and the free use of premises, equipment etc., available to many organisations.

Cost of our Proposals :

We emphasise that this is an interim report, therefore these estimates are intended only as guide lines, until we come to present a final report.

(a) We estimate that the experiment recommended on page 52 would cost £20,000 per annum.

(b) We estimate that the minimum cost of implementing the informal adult education programme recommended on pages 23 and 24 would be about the same as the current cost of the country's Agricultural Advisory Services, i.e., approximately £1,500,000 per annum.

(c) We estimate that the permanent Council recommended on page 52, together with its Chief Executive and supporting services would cost initially around £10,000 per annum.

(d) We believe that at least an additional £5,000 per annum should be allocated to the permanent Council, for research purposes.

(e) We estimate that the annual cost of financing the proposed Institute of Industrial Relations (Appendix C.) would be £40,000, to be derived from membership subscriptions (including the Government's), course fees and income from publications.

(f) It would be impossible at this stage to make any realistic estimates of the cost of introducing free transport services to adult education, and the cost of adapting existing buildings for adult education purposes.

(g) Our main ambition in our recommendations on the structure of Adult Education activities in Ireland is to bring about a better use of resources at present being applied to Adult Education rather than to divert new resources to it.

ACKNOWLEDGEMENTS

A work of this kind couldn't possibly be completed within so short a time without the help of dedicated people; I was fortunate in having such people so close to me in the membership of the Advisory Committee. They are dedicated and competent persons who gave freely of the time of which they had so little to spare. This survey was a committee production and as I have said in the letter of presentation, not all of them agree with all of it but, in general, it is the product of a team.

I should, I suppose, apologise to the many people whom I harried for submissions, and who showed commendable patience; instead, I shall thank them and hope that this interim report reflects at least some of their labours and ambitions.

Some submissions did not arrive in time for consideration, they will of course be taken into account for the final report. We are acknowledging all submissions however (Appendix G) received at the time of going to press, whether we have considered them or not.

There were people other than the committee closely associated with the survey whom I thank specially on my own behalf and on behalf of the committee—Máire Ní Chionnaith, our secretary, of the Department of Education who preserved a cheerfulness and willingness right through, that greatly lightened our task, Ethel Fingleton who attended meetings and wrote reports at all hours, Ann Keegan, my patient and competent secretary and the typists in the Department of Education, all of whom joined in the effort as if their lives depended on it. There were the messengers in the Department of Education who were an essential link in a fast-moving chain. The secretary of the Department, Seán MacGearailt, the assistant Secretary, Seán O'Connor, the chief inspector, Michael O'Flannagain, the senior inspectors, Michael Cafferky, Michael O'Sullivan and Maura Bonfil all made handsome contributions.

We were greatly obliged to the Offaly County Vocational Education Committee and subsequently to the City of Waterford Vocational Education Committee for having seconded Mr. Dick Langford and to Mr. Tom Flanagan of the Offaly County Committee of Agriculture who acted on one of our sub-committees, and gave the committee some useful advice.

Lastly and with great humility, I thank Father Liam Carey, the Vice-Chairman and Dick Langford, the Deputy Director of the survey. The dedication and enthusiasm of these two men made my own efforts appear small and miserable. Each member of the committee undertook some special study, and I refer the reader to their names in the first Chapter that they may be identified with sincere thanks.

CON MURPHY.

April, 1970.

APPENDIX A

PERCENTAGE RESPONSE FROM VARIOUS GROUPS INVITED TO MAKE SUBMISSIONS

Farming and Rural Organisations	100%
Universities	100%
County Committees of Agriculture	85%
Government Departments	77%
Vocational Education Committees	71%
County Development Teams	57%
Trade Associations	53%
Church Related Bodies and Church Leaders	45%
Trade Unions, Professional Associations and Employer Bodies	27%
Chamber of Commerce and Junior Chambers of Commerce	7%
Others	52%

APPENDIX B

A DIRECTORY OF AGENCIES AND VOLUNTARY BODIES ENGAGED DIRECTLY AND INDIRECTLY IN ADULT EDUCATION

NOTE: The information for this directory was compiled from the submissions received and was verified by the agencies concerned (see questionnaire).

National Adult Education Survey

QUESTIONNAIRE

I. AGENCY OR ORGANISATION:	Name, address and telephone number.
II. OBJECTIVES:	What your Agency or Organisation hopes to achieve in Adult Education.
III. FOR:	What section or sections of the community does your Agency or Organisation hope to serve?
IV. HOW:	Types of Service offered and methods used.
V. RESOURCES:	(a) *Personnel:* (b) *Financial:* (c) *Physical:* Premises, Equipment.

Aontas—National Association for Adult Education.

AGRICULTURAL BODIES:

Agricultural Advisory Services (see Local Authorities).
Department of Agriculture (see Government Depts.).
Farm Appenticeship Board.
An Foras Talúntais (see State Related Bodies).
Irish Countrywomen's Association.
Irish Creamery Managers' Association.
Irish Creamery Milk Suppliers' Association.
Macra na Feirme.
Macra na Tuaithe.
National Dairy Council.
National Farmers' Association.

CHURCH RELATED BODIES:

Catholic Marriage Advisory Council, Cork.
Catholic Social Welfare Bureau, Dublin.
Legion of Mary—Overseas Club.
Nullamore Association.
Pax Romana.
Presbyterian Church of Ireland.

COMMERCIAL ORGANISATIONS:
Chambers of Commerce.
Consumers' Association.
Irish Exporters' Association.

CULTURAL BODIES:
Association for the Promotion of Music.
An Chomhairle Náisiúnta Drámaíochta.
Foras Éireann.
Irish Wildbird Conservancy.
National Film Institute.
National Gallery of Ireland.
National Library of Ireland.
National Museum of Ireland.
Royal Dublin Society.
An Taisce.
Tuairim.
Trees for Ireland.

EDUCATIONAL CENTRES (Other than schools and universities):
College of Industrial Relations, Dublin.
Columban Adult Education Club, Sligo.
The Communications Centre.
Dublin Institute for Adult Education.
Dublin Adult Education Committee.
An Grianáin (Irish Countrywomen's Association).
The Institute of Irish Studies—Language Centre of Ireland.
The Irish Management Institute.
Institute of Theology and Philosophy, Milltown Park, Dublin, 6.
Opus Dei Centre—Ballyglunin.
The People's College, Dublin.

GOVERNMENT DEPARTMENTS:
Department of Agriculture.
Department of Defence.
Department of Lands.

INDUSTRIAL AND TRADE ORGANISATIONS:
Federation of Builders.
Federation of Trade Associations.

HEALTH AND WELFARE ORGANISATIONS:
Irish Cancer Society.
Irish Heart Foundation.
Irish Red Cross.
Safety First Association.

LOCAL AUTHORITIES:
County Committees of Agriculture.
Vocational Education Committees.

PROFESSIONAL ASSOCIATIONS:
The Assurance Representatives' Organisation.
The Dublin Society of Chartered Accountants.
The Incorporated Law Society of Ireland.
The Institute of Bankers in Ireland.
Institiúid Céimice na hÉireann.
The Institute of Cost Works Accountants.
The Insurance Institute of Ireland.
Operations Research Institute.
Public Relations Institute of Ireland.

SPORTING ORGANISATION:
Cumann Luthchleas Gael.

STATE RELATED BODIES:
An Chomhairle Ealaíon.
The Economic and Social Research Institute.
An Foras Forbartha.
An Foras Talúntais.
The Institute for Industrial Research and Standards.
Irish Decimal Currency Board.
Irish National Productivity Committee.
National Savings Committee.
Shannon Free Airport Development Company Limited.

UNIVERSITIES:
University College, Cork.
University College, Dublin.
University College, Galway.

VOLUNTARY ORGANISATIONS:
Edgeworth Society.
Irish Housewives' Association.
Navan Road Community Organisation.
National Council of Parents' Associations.

TRADE UNIONS AND ASSOCIATED BODIES:
Amalgamated Society of Woodworkers.
Irish Congress of Trade Unions.
National Graphical Association.
Post Office Workers' Union.
Electrical Trades Union (Ireland).
Irish Women Workers.
Workers Union of Ireland.

MASS MEDIA:
Radio Telefís Éireann.

Agency or Organisation	Objectives	For	How	Resources
AONTAS (National Association of Adult Education), 62/63 Eccles St., Dublin 7. Tel. 303244.	(1) Advisory and consultative body in adult education in Ireland (2) a clearing house for ideas, and information concerning adult education in Ireland and elsewhere (3) a reference centre (4) a public relations agency to create a positive awareness of the needs and opportunities of adult education (5) to achieve communication and cooperation between all those involved in adult education in Ireland (6) to help those engaged in adult education develop their competencies in the field of adult education (7) to cooperate and participate in international agencies of adult education (8) to cooperate with other agencies which seek for the development and adequate appreciation and understanding of Irish culture	Membership is open (*a*) to all organisations and individuals directly or indirectly involved in adult education (*b*) to such others as the Council decides.	(*a*) Public Relations Programme. (*b*) Effective Administration. (*c*) Annual Conference. (*d*) Specialised Seminars and meetings. (*e*) Publications. (*f*) Research. (*g*) Liaison with group and individuals.	Human: Administration which includes (1) Council. (2) Executive Committee. (3) full time secretary/director. Physical: Office in Dublin (at present temporary facilities at 62/63 Eccles St.). Financial: Subscription from members.

	(9) to influence departments of Government and other bodies in developing positive and relevant adult education policies and legislation.			
Farm Apprenticeship Board, 50 Northumberland Road, Dublin 4. Tel. 65109.	To provide training in Farm Management through Apprenticeship for young men wishing to pursue a career in practical farming.	The Farm Apprenticeship Board hopes to serve the type of young man referred to in II. He does not necessarily have to have a farming background.	The Board undertakes to place Apprentices on approved farms where they will gain working experience in the various branches of General Agriculture. Courses for apprentices are arranged annually and written, oral and practical examinations are conducted by the Board.	(*a*) PERSONNEL: Personnel for instruction purposes are provided by the Department of Agriculture & Fisheries. (*b*) FINANCIAL: Finance is provided by the Department of Agriculture & Fisheries. (*c*) PHYSICAL: Premises, Equipment. The Department of Agriculture & Fisheries Agricultural Colleges are utilised for the Apprentices Courses.
Irish Countrywomen's Association, 58 Merrion Road, Dublin 4. Tel. 680704/5.	To develop and improve conditions of rural life in Ireland by means of educating countrywomen in arts and crafts, in Agricultural Science, Domestic Science, Social Studies, Music and the Fine Arts, and all branches of knowledge,	All women.	By organisation of branches of Association throughout the country. By means of monthly meetings of these branches. By attendance of members at courses and seminars at An Grianan, Termonfeckin, and attendance at locally organised	(*a*) PERSONNEL: Executive Officer, Accountant, Secretary, clerk-typists. 4 National Organisers, 1 Gaeltacht Organiser. 70 Voluntary County Organisers (scheme started in 1969 with special training courses, which will be continuous).

Agency or Organisation	Objectives	For	How	Resources
	science, history and Art calculated to raise the standard of rural life in Ireland. To organise branches of the Association which shall be known as: 1. Country Guilds 2. Town Associations; and to form Federations of these branches. The objects shall be as set out above. The Association shall be open to all women, shall be non-political and shall embrace all creeds.		courses. By the formation of special interest groups attached to the various Guilds. By the promotion of a scheme of Arts Awards and Brannra Awards for individual skills. By competitions and Festivals (Massed Choirs). By educational outings. By exchange-visits with women from other countries.	Over 900 Guilds, and over 25,000 members. (*b*) Financial: Membership Fees, Guild dues, Annual Grant-in-Aid from Department of Agriculture and Fisheries (was £5,000, increased to £8,000 in 1969). (*c*) Physical: Premises, Equipment. Central Office acquired in 1964; overdraft cleared by 1969 from Association funds, by means of voluntary contributions and fund-raising efforts. Publications: Monthly journal "The Irish Countrywoman"; An Grianan Programme of Courses; Cookery Book; Annual Diary; Constitution and Association leaflets on procedure, programmes, finance; Five Year Rural Development Programme.
Irish Creamery Managers' Association 32 Kildare St., Dublin 2.	To hold 3-5 (one-day to two weeks duration) Seminars each year dealing with topical matters as refresher	Members of the Association.	By holding 3-5 one-day Seminars yearly.	Three Class Centres. Instructors or Lecturers from U.C.C., An Foras Talúntais, Department of Agriculture,

	or familiarisation lecture-cum-discussion sessions to keep members abreast of developments. Managerial/Technological.			Bord Bainne or I.M.I. £140-£200 from participants per annum.
Irish Creamery Milk Suppliers Association, 4 Catherine St., Limerick. Tel. Limerick 44532.	To cater for the interests of Creamery Milk Suppliers. The Organisation has set up a John Feely Foundation in honour of their late President—the purpose being to perpetuate his name in the field of education associated with the young people of the country and the family farm sector.	Creamery Milk Suppliers. The young people of the country. The family farm sector.	PROGRAMMES METHODS	
Macra na Feirme, 50 Northumberland Road, Ballsbridge, Dublin 4. Tel. 65109—65100.	(*a*) To assist the personal development of members. (*b*) To provide opportunity for learning the skills and theory of farming. (*c*) To widen the interests of farmers by increasing their store of general knowledge. (*d*) To offer a medium for social contact between young people of both sexes. (*e*) To encourage leadership ability.	Rural Community.	Educational, Cultural and Social Services. Courses, Lectures etc. Exchange visits, Project loans, Sow Scheme, Teiliffs Feirme, Autumn Rally, International Rallies, Dances, Farm walks, Field days, Discussions, Tours, Community projects.	(*a*) PERSONNEL: Secretary—Assistant Secretary. P.R.O.—Leadership Officer six office staff. (*b*) FINANCIAL: £31,000 income 1968. (*c*) PHYSICAL: Premises, Equipment. Offices at— 50 Northumberland Rd., Ballsbridge, Dublin 4.

Agency or Organisation	Objectives	For	How	Resources
	(*f*) To improve relationships between farming and non-farming sections.			
Macra na Tuaithe, 38 Fenian Street, Dublin 2. Tel. 62753.	To provide for the young people of Ireland (rural) an out-of-school programme of education and recreation, so that they may enter Adulthood as good Christians and well trained Citizens.	Young people in the 12 to 17 years age group.	(1) Individual and Group projects (Learning by doing). (2) Training courses for club members and club leaders. (3) Visits and advice to individual clubs by professional Youth Officers. (4) Organising national functions e.g. competitions.	(*a*) Personnel: Administrative staff and seven full time professional Youth Officers. (*b*) Financial: Annual grants: Department of Education. Foras na nOg. W. K. Kellogg Foundation. (*c*) Physical: Premises, Equipment. Educational booklets and visual aids.
National Dairy Council, 121 Lr. Baggot St., Dublin 2. Tel. 64703/65581.	1. To keep housewives informed on nutrition. 2. As the marketing of dairy products both at home and abroad is a significant factor in our economy it is necessary that there should be a greater awareness of the necessity of a successful dairy industry with particular stress on the need to maintain a buoyant home market.	Housewives. Grocers. Hoteliers. Caterers. General Public.	By conducting lectures and demonstrations in the hope that the Council may convey a greater understanding about nutrition, food and trading. Methods: Lectures and demonstrations.	

National Farmers' Association, 27 Earlsfort Terrace, Dublin 2. Tel. 755488 (5 lines).	Redress many of the educational shortcomings in rural areas: create a continuing desire for knowledge (general and specific)—until they drop " s-sh-tone dead ".	The rural community—farm and village, young and old, male and female.	DIRECTLY: Seminars, lectures, meeting, promotion of and involvement in local activities, publicity. There is constant contact with 900 branches spread throughout the 26 counties. INDIRECTLY: Source of information for individuals or groups: support other agencies in their individual endeavours.	(*a*) PERSONNEL: (i) National Education Committee. (ii) 2 full-time community development officers employed " in the field ". (iii) Services of N.F.A. fully trained staff. (iv) The support of the majority of our 120,000 " farm family " membership. (*b*) FINANCIAL: Self supporting with limited funds. (*c*) PHYSICAL: Premises, Equipment. Central Office in Dublin with the most modern office. Several fully-staffed county offices.
Catholic Marriage Advisory Council, Cork Centre, c/o Spastic Clinic, Grattan Street, Cork. Tel. Cork 25678.	1. Pre-marriage and post-marriage preparations, education and formation. 2. Counselling and Advisory service. 3. Education of young adults in family life and marriage.	1. Interested members and groups of the local community. 2. Teachers of special groups in the community.	Courses in:— 1. Psychology, and physiology of sex. 2. Counselling. 3. Children in marriage, spirituality of marriage, family planning. 4. Sex Education for young people.	1. Administration by a part-time voluntary staff. FINANCE: 2. Financed by voluntary contributions. HUMAN: 3. Expert Lecturers and Counsellors.

Agency or Organisation	Objectives	For	How	Resources
			Lectures, Seminars and discussion groups. Pre and post Marriage Courses, Private Counselling.	
Catholic Social Welfare Bureau, 18 Westland Row (Marriage Section), Dublin 2. Tel. 65418.	1. To help prepare engaged couples for Christian marriage. 2. To train suitable personnel in the delicate work of marriage counselling. 3. To involve medical personnel in educating people on the meaning and value of fertility control. 4. To encourage talks and discussions with parents groups, married couples and adolescent boys and girls.	All sections, but particularly married people, parents groups, engaged couples and adolescents.	Talks and discussions with small groups, aimed at developing proper attitudes of individuals.	(*a*) Personnel: 30 trained marriage counsellors, a number of doctors, psychiatrists, lawyers, teachers, home economists etc. (*b*) Financial: £2,150 from participants, £1,600 from Catholic Social Welfare to marriage section. (*c*) Physical: Premises, Equipment. Central office is at Catholic Social Welfare Bureau, 18 Westland Row, where there are three rooms exclusively used for counselling, also we hire out fifteen centres three times a year for marriage preparation courses.

Legion of Mary, De Montfort House, North Brunswick St., Dublin 7. Associated with The Overseas Institute for Community Development, c/o The Overseas Club, 7 Harcourt Tce., Dublin 2. Tel. 64722.	Overseas Institute for Community Development. To give training to persons intending to undertake community development work abroad, both overseas students and Europeans as volunteers.	(*a*) Students from the overseas areas now in Ireland and interested in working with communities when they returned home. (*b*) Persons—lay or religious from Ireland or European countries who hoped to undertake community development work in a developing country.	By running a one evening per week course in Philosophy and Practical Approaches to Community Development overseas. Courses and Field Trips.	1. Part-time lecturer and teaching facilities in the Overseas Club, Harcourt Tce.
Nullamore Association, Dartry Road, Dublin 6. Tel. 971239.		People of all walks of life with related interests in the Dublin area.	Courses and Seminars organised for groups of 15-20 people.	(*a*) PERSONNEL: No fixed panel: people drawn from areas connected with the courses organised. (*b*) FINANCIAL: Completely voluntary. (*c*) PHYSICAL: Premises, Equipment. Nullamore Residence. Harrow Study Centre.
Pax Romana, Cumann Einde, 4 St. Francis St., Galway.	To organise study groups in (1) scripture (2) Theology (3) History of the early Church (4) Vatican Council Documents. To aid members attain a mature, adult responsible attitude as Chris-	Male and Female members between ages of 25-65 years. Public.	By holding 1 evening non-residential study group per fortnight. By organising lectures.	3 Lecturers from U.C.G. and a Professor. An income of £200 from participants.

Agency or Organisation	Objectives	For	How	Resources
	tians involved in the world. To hold general lectures which are open to the public and which cover a wide range of subjects, Social, Educational, Industrial Relations etc., as well as religious subjects.		Study groups and lectures.	
Presbyterian Church, Rev. R. MacDermott, The Manse, St. Johnston, Lifford, Co. Donegal.	To arrange meetings, short courses etc., for Church members, elders, Sunday School Teachers etc. These are concerned with the understanding, implications and teaching of Church doctrine.	Church members, elders and Sunday School Teachers etc.	Programmes Methods: Short courses and meetings.	
Chambers of Commerce.	Development of the members as individuals and as members of Management. Development of members as members of the Junior Chamber of Commerce. Involvement in and Leaders of Commerce Development.	Enrolled or affiliated members representative of Management aged 21 to 40 years.	Programme: Courses in:— (*a*) Communication skills. (*b*) Job satisfaction. (*c*) Motivation. (*d*) Chamber administration. (*e*) Parliamentary procedure. Methods: Lectures, Seminars, Reading. Involvement in practical projects.	Experts from Junior Chamber. Experts from Community. Finance—most from the members themselves and proceeds from projects. Voluntary administration.

Consumers' Association of Ireland Ltd., 33/35 Wicklow Street, Dublin 2.	To protect the consumer by better means of all kinds, preparing consumer publications, special surveys, lectures, advising on value for money, investigating and operating complaints section.	The consumer, i.e. all persons who are concerned with any domestic goods and services.		(*a*) PERSONNEL: (*b*) FINANCIAL: (*c*) PHYSICAL: Premises, Equipment.
Irish Exporters' Association, 9 Ely Place, Dublin 2. Tel. 63460.	The provision of education and Training for personnel employed in Irish Exporting Firms.	Young personnel engaged in Foreign Trade.	Provision of 3-year course and award of Diploma in Foreign Trade.	(*a*) PERSONNEL: Executive Secretary of the Association. 2 Secretary/Typist. 3 Education Committee to review the course, admit students and act as Examining Body. (*b*) FINANCIAL: Fees from participants. Usually subsidised by the Association funds. (*c*) PHYSICAL: Premises, Equipment. No physical resources related to the Diploma course which is taught in Rathmines.

Agency or Organisation	Objectives	For	How	Resources
A.P.M.E. Association for the Promotion of Music in Education. Hon. Sec. Mrs. M. Prandy, 8 Palmerston Road, Dublin 6. Tel. 975273.	To promote an increased awareness among parents of the importance of music in their children's education—though for this purpose it is desired to get as much co-operation as possible from existing cultural organisations, bodies such as Parent-Teacher Associations; I.C.A.		The Association is not offering any type of *service* in Adult Education.	(*a*) Personnel: President: Dr. Joseph Groocock. Chairman: Miss Cáit Lanigan. (*b*) Financial: Subscriptions of Members only. £1 10. 0. per annum—adults. 10. 2. per annum—students. (*c*) Physical: Premises, Equipment.
An Chomhairle Náisiúnta Drámaíochta, c/o Conradh na Gaeilge, 6 Sráid Fhearchair, Baile Atha Cliath 2.	Promotion of interest and expertise in an Irish Drama Movement.	1. Any adult or Group who are interested. 2. Teachers of Drama.	Programmes: Courses in:— Dramatic and acting skills. Study of Irish Theatre. Study of Irish language. Methods: Lectures. Practical demonstration. Guided self-study and practice. Residential situations.	Human: Administered by some part-time professional and Voluntary Staff. Experts from Commercial Agencies. Finance: Financed by students' fees and subsidised somewhat by the Department of Education grant.
Foras Éireann, 9th Floor, Fitzwilton House, Wilton Place, Dublin 2. Tel. 60306.	The encouragement of an awareness of cultural and social matters, and to assist and promote the social, cultural and economic development of rural Ireland.	In particular the areas outside the cities.	(*a*) lectures (*b*) courses (*c*) correspondence courses.	(*a*) Personnel: Secretariat and C. F. Shaw Trust organiser Voluntary Council. (*b*) Financial: Grants from Carnegie U.K. Trust and C. F. Shaw Trust.

				(*c*) PHYSICAL: Premises, Equipment. None.
Irish Wildbird Conservancy, c/o Royal Irish Academy, 19 Dawson Street, Dublin 2.	Research, conservation and education in relation to wild birds and their environment in Ireland and the encouragement of field ornithology. Educational activities consist mainly of lectures given to any groups interested. To encourage interest in and support for conservation and ornithology.	Any interested Group.	PROGRAMMES: Lectures on nature conservation and field ornithology. Publishes an Annual Report, quarterly Newsletters and the Irish Bird Report, and leaflets. METHODS: Lectures, Publications.	£900 from subscriptions. 5 part-time lecturers and guest lecturers.
National Film Institute, 65 Harcourt Street, Dublin 2.	To teach a proper appreciation of the film—so much the present day medium of education.	We serve Schools, Universities, Hospitals, Industry.	Film Library. Film Appreciation courses.	(*a*) PERSONNEL: 5 administrative staff. 3 technicians—whole time employed in providing Health films to schools through Republic. One film checker. (*b*) FINANCIAL: Grant-in-Aid from Department of Education. (*a*) Purchase films and film strips, (*b*) Dub Irish language sound tracks on films. (*c*) PHYSICAL: Premises, Equipment.

Agency or Organisation	Objectives	For	How	Resources
				65 Harcourt Street, Building value £20,000 Films value £40,000 4 16mm. projectors £10,000 furniture and fittings £2,000 Film checking machine £1,400.
National Gallery of Ireland, Merrion Square, Dublin 2. Tel. 61699.	Full familiarisation with the collection in order to raise standards of taste.	All.	Lectures, private recorded machines for 4 half hour periods, occasional films, concerts, etc. Occasional exhibitions, film shows, restaurant, etc. free advice on pictures service.	(*a*) Personnel: Director and 11 Professional Staff, 8 external lecturers, occasional. (*b*) Financial: Nil. (*c*) Physical: Premises, Equipment. Lecture Theatre, Library, Restaurant, apart from Gallery.
The National Library of Ireland, Kildare St., Dublin 2. Tel. 65521.	We give a very good service to those engaged in research.	In one way or another it gives a service to every section of the community but particularly to those in the sphere of higher education.	Our up-to-date author and subject catalogues, photographic services and information supplied at the desk in the Reading Room.	(*a*) Personnel: An annual grant-in-aid of £12,000 for the purchase of books and manuscripts. An annual grant-in-aid of £2,000 for the discovery and copying on microfilm of material relating to Ireland in foreign archives. The library is administered by the Minister for Educa-

				tion and a board of trustees. Staff consists of Director, Keeper of Printed Books: Keeper of manuscripts: Keeper: 3 Assistant Keepers and 5 Librarians. A Library with Reading Room. A Genealogical Office and Photographic Department. (*b*) FINANCIAL: (*c*) PHYSICAL: Premises, Equipment.
National Museum. T2 73	To contain the national collections pertaining to the natural history, antiquities and fine arts (exclusive of painting and sculpture) of Ireland. To house large reserve collections for the benefit of specialised workers.	Specialised workers. The general public.	By exhibiting material. By housing reserve collections for the benefit of specialised workers. By conducting research in all the fields of study covered by the collections and by sponsoring publications related to them.	
Royal Dublin Society, Ballsbridge, Dublin 4. Tel. 680645.	The Society was formed for the advancement of Agriculture and other branches of Industry and for the advancement of science and art.	Members of the Society. The Public.	On the science and outside the Society runs a series of lectures and music recitals and holds monthly scientific meetings at which papers are read on research work	Lectures. Music. Recitals. Scientific meetings. Exhibitions. Conferences.

Agency or Organisation	Objectives	For	How	Resources
			in pure and applied science. Provides grants for research, awards premiums and organises exhibitions, lectures, etc. for young people. The Society maintains an extensive Library. The Society sponsors scholarships and prizes for various artistic competitions. On the Agricultural and Industrial side, the R.D.S. runs shows and exhibitions. The R.D.S. makes facilities available to outside organisations for shows, conferences and exhibitions.	A Council. Extensive Grounds. Library. Reading Rooms. Conference Rooms. Large Conference Hall. Science Rooms. Exhibition Halls. Administrative Staff.
74 An Taisce—The National Trust for Ireland, Bridge House, Baggot St. Bridge, Dublin 4. Tel. 64023.	An awareness of the importance of the environment in maintaining the quality of life.	All sections both urban and rural.	Via our Branches—now 20 throughout the country—Lectures, Seminars, Conferences and our quarterly Newsletter.	(*a*) Personnel: 1 full time Executive Secretary. 1 part time Assistant Secretary. 2 full time Secretary Typists. 1 part time Secretary Typist. (*b*) Financial: *a*) £4,000 from membership subscriptions *b*) £10,000 from fundraising from industry. (*c*) Physical: Premises, Equipment. Properties owned or leased by An Taisce.

				1. 6,000 acres of mountain in Co. Donegal. 2. Boyne Canal Walk. 3. Howth Head and Ireland's Eye. 4. 400 acres of bog at Ahascragh, Co. Galway.
Tuairim, c/o 41 Anglesea Road, Ballsbridge, Dublin 4.	Main aim has been to provide young people with the opportunity of expressing, in public, their individual views on all or any matters affecting the common interest.	Young people who wish to express their views on all or any matters affecting the common interest.	PROGRAMMES: Aim is achieved by creating a platform for uninhibited discussion. By inviting guest lecturers to lectures and symposia arranged by Tuairim. Lecturers come from Home, England or the Continent. METHODS: Lectures. Forum for discussion. Symposia.	£150 from participants. £100-£300 from Dances and social evenings.
Trees for Ireland, Ninth Floor, Fitzwilton House, Wilton Place, Dublin 2.	To foster an interest in trees and forestry and to educate people in tree planting and conservation.	Farmers and other land holders, local authorities and general public.	Preparation and distribution of instructive literature. Organising Arbor Days arranging lectures and meetings.	(*a*) PERSONNEL: President Council. Treasurer and Secretary—all voluntary and unpaid. Council is made up of representatives from affiliated organisations and association members. (*b*) FINANCIAL: Application fees and directives.

Agency or Organisation	Objectives	For	How	Resources
				(*c*) Physical: Premises, Equipment. Accommodation address at 9th Floor, Fitzwilton House. Meeting place, storage for papers and literature, lecture projector etc. supplied free by our Council members.
College of Industrial Relations.	Give training to workers, supervisors/foremen, management on Industrial Relations.	Workers, Trade Unions, Foremen, Management.	Evening Classes, Lectures, Seminars, Discussion Groups, Public Lectures—aided by Notes, Diagrams to students.	(*a*) Personnel: (Filled out in detail in earlier replies). (*b*) Financial: (Filled out in detail in earlier replies). (*c*) Physical: Premises, Equipment. 5 Classrooms: Library, General Assembly Hall, 4 Offices.
Columban Adult Education Committee, Columban Club, 9 Castle Street, Sligo. Tel. Sligo 2659.	1. To encourage and enable those who had left Primary School prior to the advent of Free Post-Primary Education to secure a recognised level of Secondary Education. 2. To enable students who so wish to extend or renew their knowledge of particular subjects.	All sections of the Community: In fact there are students attending from all strata of Society and over a very wide educational range.	Night Classes twice weekly: 45 minute classes. Subjects: English Language: English Literature: Irish language: Irish Literature: French Introductory: French Advanced: History: Geography: Biology: Mathematics: Commerce: Art: Religion.	(*a*) Personnel: Sisters from the three local Convent Secondary Schools. Fathers from the Local Diocesan Boys School. All are fully qualified to teach their subjects. All give their services gratis. (*b*) Financial: Only outgoings are for post-

3. To help students who are not now receiving formal education to take specific Examinations.
4. To educate Parents so that they co-operate with their children.

age, stationery etc. and these are small. The proceeds from a dance or Bingo session can cover the annual outlay.

(*c*) PHYSICAL:

Premises, Equipment.
Premises: Classes are held in the local Retreat House which is given free of charge to the Centre.
Equipment: Old equipment cast aside by Secondary Schools.

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77 The Communications Centre, Booterstown Avenue, Co. Dublin.
Television Department, Tel. 886144.
Journalism and Radio Departments.
Tel. 886960.

Film, Television, Radio and Journalism Training School.

Clergy, Students, Teachers, Educators, Public Relations Executives. Anyone interested in Journalism, Broadcasting, Television.

PROGRAMMES:
4-Week Courses in Education Television.
9-Week Courses in Television Production.
2-Week Courses in Basics of Journalism.
3-Week Courses in Introduction to Radio.
1-Week Course in Media Education.
Course in Personal Appearance.
2-Week Course in Radio and Television Script writing.
1-Week using Television in Schools.

6 Full-time Lecturers.
3 Training Assistants.
2 Engineers.

HUMAN:
Also visiting Lecturers.

FINANCIAL:
Income 1968 £16,947 of which £12,311—participants, £553—rental of studios £4,083—Grants.

PHYSICAL:
Communications Centre.
Television Studio,
Radio Studio,

Agency or Organisation	Objectives	For	How	Resources
		1-Week Using Television in Schools.	Methods: The methods used include lectures, demonstrations, and practical work by the course participants.	Lecture Room, Offices, Television and Radio Workshop. Classrooms—Radio, Journalism etc.
Dublin Institute of Adult Education, 62/3 Eccles Street, Dublin 7.	To help adults, through planned courses to acquire the specific and general human skills necessary to lead a complete and self-fulfilling life, so that, conscious of their own individual dignity and aware of their familia, civil, vocational and religious responsibilities, they may take their place as leaders in their community.	The institute is open to all adults who wish to participate in its courses. Also, the Institute works in co-operation with interested groups to sponsor special courses.	As per enclosed sheet from the Department of Education with corrections.	(*a*) Personnel: Full-time Director of Studies. Administrative and Secretarial Staff. Part-time lecturers. An Executive Board, drawn from business, industry, education and religion. (*b*) Financial: The Institute is financed by: (*a*) Income from participants. (*b*) State Deficiency Grant. (*c*) Rentals. (*d*) Diocesan Contributions. (*c*) Physical: Premises, Equipment. 62/3 Eccles Street, Dublin 7. Administrative Offices. Teaching Rooms. Canteen.

Dublin Adult Education Committee, 62/3 Eccles Street, Dublin 7. Tel. 303244.	To provide adult education courses for rural areas.	All sections of Rural Communities in the greater Dublin Area.	Lectures and Discussions.	(*a*) PERSONNEL: Voluntary Committee and helpers, and Secretariat at 62/3 Eccles Street. (*b*) FINANCIAL: The courses are financed by income from participants and from the V.E.C's. (*c*) PHYSICAL: Premises, Equipment. Offices at 62/3 Eccles Street, Dublin 7.
An Grianan, Termonfeckin, Drogheda, Co. Louth. Office Telephone: Termonfeckin 19. Members' Call Box: Termonfeckin 18.	The realisation of our Association's aim "Better Living" through self-help and mutual help, by means of introductory courses, refresher courses, training courses, and introduction to new ideas and methods. To enable students to find their own level of self-expression and gain self-confidence in the discovery of their talents and skills.	All women and girls, including members of Women's Institutes from Northern Ireland and overseas, members of national voluntary organisations, and non-members. Open Weeks, Open Weekends, Open Evenings are for the general public, men and women. The majority of those who attend courses are members of ICA. In 1969 the proportion was four-fifths ICA members, one-fifth non-members. Local Primary School students have full-day class in home economics once weekly.	SERVICE: Short-term courses, conferences, seminars, outings, Open Courses, Open Evenings. Handcraft-teacher training followed by Tests. Lettings. Two free places for 3-month stay to students from developing countries. Two-year course in horticulture for girls. Evening Classes for local adults. METHODS: Demonstrations, practical work, lectures, discussion groups, work-parties, rôle playing, teacher-student question session, tours, exhibitions, counselling from director of course, advisory service on home equipment, decoration, grants, handcrafts, horticulture.	(*a*) PERSONNEL: Administrator, secretary, bookkeeper, clerk-typist/receptionist, Housekeeper, kitchen and household helps. Resident DScI seconded by Louth Vocational Education Committee. Visiting teachers and lecturers and/or directors of courses. Horticulture School for Girls (post-secondary): Principal, two additional graduates B.Ag.Sc.(Hort.), two trained technicians (at moment), two junior assistants, two general workers. (*b*) FINANCIAL: Fees from students; annual levy of 1/- per member of Association, plus annual

Agency or Organisation	Objectives	For	How	Resources
				grant from Association central funds; Grant-in-Aid from Department of Education (1969-70) of £5,000 (for 1st time). Horticulture school: fees from students; salaries for teaching staff refunded by Department of Agriculture and Fisheries. (*c*) Physical: Premises, Equipment. Georgian House; outoffices converted to workrooms for weaving, rushwork, pottery, woodcarving, dressmaking, fabric printing, demonstration kitchen. Kellogg Hall as conference centre, classroom, used also for drama, music, Open Evenings, exhibitions Lucy Franks Garden House (built 1968 from members' contributions) used as classroom for gardening, sketching/painting and by horticulture students. Horticulture School, nearing completion, financed by W. K. Kellogg Foundation of America and grant from Department of Agriculture and Fisheries. An Foras Talúntais Farm Home Research Unit, staffed

by An Foras Talúntais, sited in grounds.
Eighty statute acres, 50 approximately arable used for horticulture and cereals. Unused land under buildings, pleasure grounds, sandhills, woods, tree plantation. The necessary equipment for all courses is available—tools, cookers, sewing machines, looms, pottery wheel and kiln, etc. film and slide projectors, epidiascope, tape recorder, stage, piano, etc.

18 The Institute of Irish Studies, 5 Wilton Place, Dublin 2. Tel. 63276.	To develop and present every facet of Ireland's cultural heritage to an international audience in Ireland by means of special courses, lectures, tours, etc., endeavouring to present Irish lecturers and employ Irish graduates at all times.	Irish and overseas university students and adults.	Lectures, seminars, cultural visits, excursions.	(*a*) PERSONNEL: (Language Centre of Ireland.) Noelle Clery Principal. Mary Towers, B.A., Vice-Principal. Advisory panel (see attached) Administrative assistant Guest Lecturers. (*b*) FINANCIAL: Earnings subsidised so far by the Language Centre of Ireland. Immediate aim—to establish non-profit making foundation. (*c*) PHYSICAL: Premises, Equipment. Institute based in Georgian house. Additional premises

Agency or Organisation	Objectives	For	How	Resources
				in Dublin colleges rented for summer courses.
Irish Management Institute, Orwell Road, Dublin 14. Tel. 904681.	To raise the standard of management in Ireland	Business Managers.	Training Courses: Executive Development, Management Techniques, Small Industries, Distribution and in-Company training. Membership Services: National Management Conference, Publications — monthly journal MANAGEMENT, research reports, management information, surveys, management facts sheets and other occasional publications.* *Information Service Library Service.	(*a*) Personnel: Total Staff—80. (*b*) Financial: *Sources of Income:* Members Subscriptions, Services to Members, Course Fees, Government Subvention. (*c*) Physical: Premises, Equipment. Premises at Orwell Road provide: 1. Five fully equipped conference rooms. 2. Library. 3. Administrative Offices.
The Institute of Theology and Philosophy, Milltown Park, Dublin 6.	"The general purpose of the Institute is twofold: the promotion and development of theology, philosophy and the related sciences, and the higher education of students, both clerical and lay, in these sciences."	1. religious clerics taking full-time programmes in theology and/or philosophy; and for any other persons interested in taking the programmes designed for that audience. 2. religious sisters, taking one two-hour session per	1 to 4 by systematic programmes of lectures, seminars and required reading. 5. Each year, in winter and spring, a session of seven public lectures is held; sometimes the seven topics are unconnected; sometimes they form a theme. The	(*a*) Personnel: The staff of the Institute; for the public lectures other persons with particular competence in special topics are also chosen. (*b*) Financial: The public who attend the public lectures pay an ad-

week during term for three years, in order to fill out their theological and philosophical education, while they are engaged in full-time training for some other work such as secular education or nursing etc.

3. religious teaching brothers already qualified as teachers, who wish to develop their knowledge of the theological and philosophical background involved in their professional work as educators, by taking an evening programme of four hours per week spread over three years.

4. religious novices, who wish to develop their intellectual formation in theology and philosophy, while being introduced to the religious practices of their vocation, and (for some) as an introduction to their later full-time studies in theology and philosophy.

5. members of the general public (resident in Dublin area), particularly those who are not religious or clerics, desirous of furthering their education through occas-

lecture lasts for three-quarters of an hour and is followed by another three-quarter hour period of comments and questions from the audience with replies from the lecturer.

mission charge; students in other courses pay fees; the religious who give the programmes or the public lectures contribute their services in return for merely nominal compensation, thus they subsidise the various operations; the Jesuit Community which provides the premises also receive only nominal compensation for this contribution, thus also subsidising operations.

(*c*) PREMISES AND EQUIPMENT:
most is supplied by the Jesuit community at Milltown Park, at a nominal rate; a little is owned by The Institute.

Agency or Organisation	Objectives	For	How	Resources
		ional lectures on theological and philosophical topics of current interest.		
Ballyglunin Park Association, Ballyglunin Park Conference Centre, Tuam, County Galway. Phone Tuam 23423. Directed by Opus Dei.	1. To afford adults learning opportunities to study in groups, social culture, religious and economic and educational problems, topics and attitudes. 2. A Centre for Hotel Staff Training and home management school for girls. 3. Provide a residential centre for conference and courses in adult education.	Individuals and groups from the local, national, and international communities who wish to use or participate in or arrange the programmes. People engaged in business, agricultural, social and pastoral work.	Courses in: (*a*) communications. (*b*) personality development. (*c*) Irish culture. (*d*) arts and literature. (*e*) career guidance. Programmes: Seminars and gatherings of people in related fields are organised in a Christian environment.	(*a*) Personnel: Full-time professional staff. Voluntary promotional help. Expert lecturers and tutors from the community. (*b*) Financial: Fees from the Courses and any grants available. (*c*) Physical: Residential and day courses' facilities in Conference Centre. Grounds.
People's College Adult Education Association, 19 Raglan Road, Dublin 4. Tel. 680641.	To arrange for the provision of adult education at low cost.	Trade Union members and others, particularly persons who would have had no opportunity of obtaining post-primary education. Membership in current year approximately 400.	Twenty lectures, one night a week, courses in Economics, Public Speaking, Early History, Appreciation of Art, Music, Literature; course on Creative Writing; also Weekend Schools.	(*a*) Personnel: One part-time secretary, part-time lecturers and otherwise all voluntary workers. (*b*) Financial: Affiliation fees from certain trade unions; membership fees; course fees; grants for lecturers' fees for certain cultural subjects from Shaw Trust; grants for art lectures from Arts Council.

Department of Agriculture and Fisheries,
Upper Merrion Street,
Dublin 2.

Tel. 67561.

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The system of agricultural education fostered by the Department of Agriculture and Fisheries is primarily intended to train young people to become efficient producers, and young women to become proficient in the ancillary occupations (Poultry-keeping, dairying and rural domestic economy) which normally fall within the woman's province on the farm. The system also provides for the educational requirements of (a) young persons intending to seek employment as technicians in industries based on agriculture or as State employees at a comparable level, and (b) students who intend to pursue their studies at a university or the Munster Institute to fit them for inspectorial, teach-

Primarily for young men and women from the farming community but no section of the community is excluded. In the case of entry to the fishing industry all sections are served.

A. TYPES OF SERVICE OFFERED IN:

(1) Agriculture
(2) Horticulture
(3) Farm Home Management
(4) Poultry husbandry (technician)
(5) Poultry-keeping and dairying
(6) Rural Domestic Economy
(7) Butter-making
(8) Cheese-making
(9) Commercial handling of Eggs and Dead Poultry
(10) Practical training on board fishing vessels
(11) Skipper training.

B. METHODS USED:
(1) Classroom and out-of-Classroom Teaching.
(2) Practical training.
(3) Graded study and programming.
In addition to the provision

(c) PHYSICAL:
Trade Union premises provided either free or with payment for caretaker; office facilities provided by Irish Congress of Trade Unions.

PREMISES:
The courses listed at 4A are provided at various centres as follows:

Agriculture—at the three State Agricultural Colleges and seven private State-aided Agricultural Colleges. All the colleges are residential.

Horticulture—At the National Botanic Gardens, at Warrenstown Agricultural Colleges and at the I.C.A. training centre at An Grianán.

Farm Home Management
Poultry-keeping and dairying
Poultry Husbandry

At the Munster Institute, Cork.

Agency or Organisation	Objectives	For	How	Resources
	ing, managerial and advisory positions in the agricultural sphere. Provision is also made for training of personnel for entry into the sea fishing industry and for the training of experienced fishermen as skippers.		of courses in agriculture, etc. the Department employs directly a number of officers who give instruction to farmers on special subjects such as milk recording, seed potato production and the production of potatoes for processing and to smallholders in the congested districts. The Department maintains in stock numerous leaflets and brochures on agricultural matters which are obtainable free of charge from the Information Branch.	*Rural Domestic Economy*—At eight private residential schools of rural domestic economy or rural domestic science and at Gurteen Agricultural College. *Butter-making*—At selected creameries. *Cheese-making*—At U.C.C. (4 weeks) and at a selected creamery (26 weeks). Commercial Handling of Eggs and Dead Poultry: At a selected centre, which varies from course to course. Practical Training on Fishing Vessels: On selected vessels for seven months with a shore course for five months at a fishery school. Skipper Training: At Galway Vocational School for sixteen weeks. Financial: Finances (a) from student fees where fees are payable; (b) by grants from local authorities.

Department of Defence, Civil Defence School, Phœnix Park Dublin 8. Tel. 770559.	(*a*) To train Civil Defence Instructors who in turn will train Civil Defence volunteers throughout the State. (*b*) To train Civil Defence leaders at various levels in the organisation. (*c*) To provide short courses for Civil Defence specialists e.g. Scientific Intelligence Officers, Agricultural Advisers, Engineers from Essential Services, Local Authority and State officials.	The whole community. 400/500 students pass through the school each year. Students are selected by Local Authorities, Army, Garda, Government Departments and semi-State bodies. Civil Defence has one object only—to help the community to survive in the circumstances of modern warfare.	The Civil Defence School programme includes some 15 different types of training courses. The duration of these courses varies from 2 days to 2 weeks.	PERSONNEL: The members of the teaching staff at the various centres are University graduates or possess some equivalent qualification in the subjects they teach. PERSONNEL: The school personnel includes 4 Engineers and 5 Instructional staff. PHYSICAL: The Civil Defence School, Phœnix Park. Various types of training equipment. FINANCIAL: The School is financed by the Department of Defence. 70% of expenditure by local authorities on Civil Defence is recouped to them by the Department of Defence.
Forestry Division, Department of Lands, 22 Upper Merrion Street, Dublin 2. Tel. 65821.	(1) Primarily the training of young men as Foresters in the State Forestry service. (2) Secondarily the dissemination of information on developments in forestry and allied subjects including	Offices of the State Forestry service; students of forestry and allied disciplines; teachers and their organisations.	Short residential courses and seminars at Forestry Extension School at Avondale, Rathdrum, County Wicklow.	(*a*) PERSONNEL: Permanent teaching staff of 5 at Forestry Trainee establishments at Kinnitty Castle, County Offaly and Shelton Abbey, Arklow, County Wicklow. Departmental

Agency or Organisation	Objectives	For	How	Resources
	multiple land use, wildlife conservation, game development, etc.			specialists and extern lecturers at Avondale, County Wicklow. (*b*) Financial: Funded from Forestry Vote (Subhead E) and course fees. (*c*) Physical: Premises, Equipment. Forestry Training Schools Kinnitty and Shelton capacity 30+60 respectively. Residential capacity at Avondale for 20.
Federation of Builders, *et cetera*, 28 Earlsfort Terrace, Dublin 2. Tel. 756241.	To improve managerial, supervisory expertise and on-the-job techniques in the construction industry through the organisation of courses, both independently and with other organisations.	Employers and employees engaged in the industry.	In addition to a range of services (see enclosed brochure), the Federation organises lectures and courses; staff are also engaged in assisting with "in film" training and general consultancy and management aspects.	(*a*) Personnel: 5 Male staff engaged intermittently. (*b*) Financial: (*c*) Physical: Premises, Equipment.
Federation of Trade Associations, 5 Upper Pembroke Street, Dublin 2. Tel. 66332.	As a Federation has no direct involvement in adult education, but the normal objectives of Trade Associations are:—	Distributors, wholesale and/or retail, in the particular section of the distributive trade in question.	Methods: Some of the affiliated organisations organise seminars and have management courses run for them by Irish Management Institute.	

	(*a*) To act as the "voice" of the particular section of the distributive trade involved. (*b*) To provide a forum for the members to discuss and take action on matters of commercial interest and concern.			
Irish Cancer Society, 22 Earlsfort Terrace, Dublin 2. Tel. 757048-9.	1. To inform the public of the value of positive health. To create public awareness of the importance of early diagnosis of cancer. To inform the public of preventive measures in which they can co-operate. 2. To organise studies and surveys to indicate the size of the cancer problem and the need for preventive measures in Ireland. 3. To support research into cancer in Ireland.	The general adult public, school going population, and the medical profession.	Information sessions to schools, social, church, professional and industrial groups are arranged on request. These sessions are made up of a talk, given by a family doctor and illustrated with films and followed by an open discussion. These programmes reach some 30,000 people per annum. Seminars and demonstrations of techniques of preventive medicine are organised for family doctors—to provide a forum for professional discussion. Doctors are kept informed of the data being presented to the public. Data is presented to the public, in addition, through leaflets, posters and mass media generally. Talks/Films/Question	(*a*) PERSONNEL: An Information Officer and centre in Dublin. A subsidiary office in Cork. It has a large panel of doctor instructors to implement the lecture programme. The Irish Cancer Society co-operates with the Royal College of General Practitioners in all its projects of education and with medical, para-medical and other academic organisations as appropriate. (*b*) FINANCIAL: £70,000 given to research over a few years. £25,000 in new grants, £10,000 renewal grants to research already being done.

Agency or Organisation	Objectives	For	How	Resources
			and Answer sessions/ Demonstrations / Exhibitions and special Youth Projects/Publications.	(c) Physical: Premises, Equipment. Films and other visual aids, literature.
Irish Heart Foundation, 4 Clyde Road, Ballsbridge, Dublin 4. Tel. 685001-2.	1. To have a further emphasis placed on the rôle of preventive medicine as opposed to curative of medicine in the education of medical and para-medical personnel. 2. To have a greater awareness and understanding by the Medical Profession of the validity and effectiveness of preventive measures in heart disease especially coronary disease. 3. To be extremely interested in the advancement of knowledge amongst Doctors and Nurses on modern methods of immediate post-coronary care. 4. To be interested in the broad education of the Adult public on these matters.	Medical and para-medical personnel. Lay public.	Programmes: 1. Publication of Medical Books and leaflets on Cardiology. 2. Organisation of lectures, talks, symposia for Medical personnel. 3. Sponsoring and contributing to Seminars run by other Medical Bodies. 4. Making available films and training materials etc., to Hospitals, Clinical Clubs etc. 5. Submission of articles to the Medical Press and Journals and in general carrying out a medical public relations programme on Aspects of Heart Disease Prevention. 6. The organisation of special Training Courses	Films and training material. Publications Human: A Council of 16 members. A patron, President and 4 Vice Presidents. Hon. Secretary and Treasurer. Director and Office Personnel. Over 90 local lay committees throughout Ireland. A medical information Committee (comprised of Doctors and Scientists). A Scientific Committee (comprised of Scientists and Research Directors).

		5. The Foundation would like to see greater public knowledge on resuscitation and other life-saving techniques.	for Cardiac Nurses in Intensive Care Techniques in connection with the Dublin Teaching Hospitals. Main work in education of the public. 1. The publication and distribution of pamphlets and leaflets (200,000 already distributed). 2. Distribution of literature on Heart disease prevention. 3. Lectures, Talks and Film Shows for different Bodies. 4. A general Public Relations Programme, using Press, Radio and Television to get Foundation's message over to the public.	
Cumann Croise Deirge na hÉireann.	Improvement of health, the prevention of disease and the mitigation of suffering.	General public and members of the society.	Provision of courses in First Aid, Home Nursing, Water Safety and Life Saving.	Voluntary Instructors. First Aid, Home Nursing and Water Safety Equipment. Manuals.
Safety First Association of Ireland, 9 Morehampton Road, Dublin 4. Tel. 683479.	Protection and saving of human life by reducing the road accident rate.	Rural and urban organisations; schools.	Lectures; instruction and road safety film shows. Literature and Posters. Debates and Competitions. Professional Drivers Safe	(*a*) PERSONNEL: H.Q.—5 staff. Council of 15 and 5 Honorary Officers. Road Safety Officers: 4 based in different areas.

Agency or Organisation	Objectives	For	How	Resources
			Driving scheme. School Warden Services.	(*b*) Financial: Safe Driving fees: Voluntary Subscriptions of private members and firms. (*c*) Physical: Premises, Equipment. Film Projectors for each Road Safety Officer. Ordinary office equipment.
	The objectives of the Agricultural advisory service may be related A—to the individual. B—to the rural community. A: The service aims at helping individuals and families to identify and solve farm and farm home problems and thereby aims at promoting successful farming and a satisfying life for the farm family. This objective has two dimensions—on the one hand, there is the better use of resources in improving production to give higher incomes and better living standards; on the other,	Target: The total population exclusive of those resident in County Boroughs and Urban Districts but, in particular (*a*) Existing farmers and farm managers. (*b*) Future farmers and farm managers. (*c*) Existing farm workers. (*d*) Future farm workers. (*e*) Farmers' wives. (*f*) Farmers' daughters remaining on the farm. 1968/69 Attendance: Classes 8,541. Lectures, Symposia, etc. 61,713. Farm Schools 679. Committees of Agriculture provide scholarships to the residential courses for young	Each year the Chief Agricultural Officer drafts an educational and advisory programme for his county from the programme prepared by each of his instructors. This programme sets out the main problems which exist in the county and the action which the advisory service proposes to take during the year in order to help people to solve them. It points to the educational needs of the people in relation to these problems and lists the learning opportunities which will be provided to bring them the required information. The programme guides the county advisory staff and	The methods used by the advisory services comprise a mixture of formal and informal learning opportunities linking classroom teaching and lectures with itinerant advisory work. Because of the wide range in age and educational levels of the clientele, no one advisory method will reach everybody nor will it influence everybody it reaches. The advisory service, therefore, uses a variety of methods including A: *Individual Contacts* in which instructors counsel people on their farms, in their homes, or in the instructor's office.	A. Human: The principal officer of each County Committee of Agriculture is the Chief Agricultural Officer who has working with him one or more Deputy C.A.Os., a number of Agricultural and Horticultural Inspectors and a number of Farm Home Management Advisers and/or Poultry Instructresses. Poultry Advisers are presently and will continue to be trained. A degree course in Poultry Husbandry, University College Dublin will be offered. In the continuing development of the advisory service, a much greater number of Farm Home Manage-

there is the improvement in the management ability of the farmer and the members of his family.

B: Because the welfare of rural communities depends in large measure on their ability to develop effective organisation and institutions, the advisory service assists in the discovery and development of leadership potential and in the development of rural organisations such as Macra na Feirme and Irish Countrywomen's Association.

One can distinguish short-term practical objectives and long-term educational objectives. Circumstances determine the relative emphasis placed on each at any time. The concept of people learning how to help themselves is, however, at the root of advisory work and this emphasises the longer-term educational objective through which farm families improve their all round capacity in farm and home management.

men and women which are given at ten agricultural colleges, three horticultural colleges and eight rural domestic economy schools.

indicates to people generally the work which is being done.

In 1968/69 the number of visits made by advisory service personnel totalled 313,586.

B: *Group Contacts* at classes, courses, lectures, meetings, demonstrations, farm walks, *ad hoc* groups of various types, e.g. farm management groups, neighbourhood groups in pilot areas, etc.

In recent times the class/course type of education has been developing along the lines of

(i) Winter Farm Schools aimed at the 18-25 age group, and

(ii) Lectures, Symposia, and short courses on specific topics for experienced farmers.

C: Mass contacts through leaflets, news articles, show exhibits, posters, circular letters, radio, television.

D: Indirect contact by information passed along by word of mouth from farmers, who have personal contact with instructors to their neighbours.

ment Advisory Officers relative to Poultry Instructresses will be employed. A number of existing poultry instructresses have taken a course in Farm Home Management and are now Farm Home Management Advisors.

In 1968 there were 337 Agricultural Instructors, 83 Horticultural Instructors, 57 Farm Home Advisers and 31 Poultry Instructresses employed in county schemes. In addition each Committee employs such secretarial and clerical assistants as are necessary.

A continuing programme of induction inservice and post-graduate training is provided for all categories of the Advisory Service in association with the Department of Agriculture and Fisheries. The Kellogg Agricultural Extension Centre in University College, Dublin plays an important rôle in this training, particularly for post-graduate students.

B. FINANCIAL:

The financing of the activities of the County Com-

Agency or Organisation	Objectives	For	How	Resources
				mittees of Agriculture is jointly undertaken by the Department of Agriculture and Fisheries and by the Committees themselves who are entitled to receive a contribution from the local rates subject to a maximum of 1/9d. in the £ of the rateable valuation of the county (exclusive of County Boroughs and Urban Districts). In general the Department of Agriculture and Fisheries make a contribution which is equal in amount to the contribution from local rates with one exception, viz. in the 12 western counties the Department defrays 75% of the cost of the educational scheme (instructors' salaries, etc.) instead of the normal 50%. C. Physical: Up to relatively recently the premises in which classes, lectures, etc. were held were not the property of the Committee but had to be rented or borrowed. Over the past few years, some Committees have begun to provide their own

accommodation in the form of educational centres which also provide office accommodation at local level for instructors. Under the Third Programme for Economic and Social Investment, it is envisaged that 100 of these centres will be provided throughout the country many of which will be the result of co-operation on the part of two or more neighbouring Committees.

Vocational Education Committees are charged in the 1930 Vocational Education Act with the provision of a suitable supply of continuation and technical education in their respective areas. This would include the provision in their respective areas of any adult education activities for which there is a demand or obvious need and which might reasonably be provided.

In addition, under the terms of the 1930 Act V.E.C.'s assumed many of the functions of the old joint Tech-

The service of the Vocational Education system are available to the total population and, in the context of adult education, to the total adult population.

An annual programme is drawn up each year by the C.E.O. of each V.E.C. and this scheme is based chiefly on the schemes prepared by the Headmasters of the various schools of the V.E.C. in question.

Adult education activity is decided upon as a result of one or more of the following:

(*a*) Specific demands to the C.E.O. or Headmasters by individuals or groups.

(*b*) The awareness of the C.E.O. and Headmasters of

The greater part of the adult education activity of V.E.C.'s takes the form of courses. The duration of courses varies. Depending on the type of course in question, a course may last anything from a couple of weeks to four or more years. The activities engaged in may vary from the simplest home-making techniques to full professional qualifications in architecture, etc.

Much of this course type of activity takes the form of normal classes but the most modern forms of educational

HUMAN:

V.E.C.'s are empowered to employ teachers and Instructors in a whole-time or part-time capacity. In the case of adult education full-time teachers of the Committe are utilised and, where suitable full-time teachers are not available, experts and specialists are employed on a part-time basis.

FINANCIAL:

V.E.C.'s finances come from three sources:

(*a*) Local Rates:

The local rates may con-

Agency or Organisation	Objectives	For	How	Resources
nical Instruction Committees, including much of the adult education activity which had been undertaken by these Committees.		the adult education needs of various areas. (*c*) Consultation of groups and individuals by the C.E.O. and/or Headmasters.	aids are normally used. This is probably helped by the fact that the classes are normally held in premises which are also used for day classes and more economic utilisation of expensive educational aids results. Consequently, it is quite normal to find tape recorders, film, slide and overhead projectors, newsprint, flannel and magnetic boards, dictaphones, etc. used in adult classes. Also, a fair proportion of the adult education activity is of a practical nature, particularly in the fields of engineering, building and home economics and much of the activity in these cases consists of demonstrations and practical work by the participants themselves, Committees also provide adult education in the form of lectures and demonstrations and a certain amount of extension work is engaged in by officers of V.E.C.'s particularly teachers of building construction. Voluntary organisations draw freely on the specialised	tain a provision of up to 2/- in the £ as a contribution to the V.E.C. (*b*) Fees, Sale of Produce, etc. The amount raised in this way is negligible. (*c*) From Central Funds: Originally, it was the intention that the contribution from Central Funds would equal that from the local rates (except in the case of Town Schemes where it could be four times as great) but in recent times the contribution from Central Funds has far exceeded this. Physical: (*a*) Permanent school premises, located with reference to density of population and local needs, throughout the administrative area of each V.E.C. providing excellent facilities for evening adult education activities conducted by the V.E.C. or by local voluntary organisations. (*b*) Premises rented by each Committee—chiefly in rural areas—primary schools and parochial halls.

			knowledge of V.E. teachers many of whom co-operate with such bodies in organising lectures, debates, amateur dramatics, concerts, feiseanna, agricultural shows and similar functions.	
The Assurance Representatives' Organisation, 195 Pearse Street, Dublin 2. Tel. 779762.	To foster and promote the necessity for and/or advisability of higher standards of education at all levels.	Persons employed in a full-time capacity in the Industrial Life, and General Branches of the Assurance Industry.	Advice and encouragement of members to avail of and participate in Adult Education courses.	(*a*) PERSONNEL: Nil (for this purpose). (*b*) FINANCIAL: Nil (for this purpose). (*c*) PHYSICAL: Premises, Equipment. Nil (for this purpose).
Dublin Society of Chartered Accountants, 7 Fitzwilliam Place, Dublin 2.	To run Institute of Chartered Accountants, qualified Examinations; Courses in Statistical Methods and Mathematics for Accountants for the requirement of the Certificate in Management. Information and the Intermediate Examination of the Joint Diploma in Management Accounting. This course is run in conjunction with I.M.I.	Accountants and Student Accountants.	Courses and Examinations.	14 Lecturers. £4,445 from participants' fees. 1 Class Centre.

Agency or Organisation	Objectives	For	How	Resources
	Preliminary course for articled clerks not having a degree but having the Leaving Certificate.			
The Incorporated Law Society of Ireland, Solicitors' Building, Four Courts, Dublin 7. Tel. 779628/9.	As stated *in charters* to facilitate the acquisition of legal knowledge and enable solicitors to discharge their professional duties in the best manner. Under *statute* the Society administers the provisions for legal education, training and apprenticeship of intending solicitors. It also helps to promote continuing education courses for practising solicitors by publications, meetings and otherwise.	See Objectives.	See Objectives.	(*a*) Personnel: Administrative and clerical staff for general purposes including education 16. Part-time lecturers and examiners 12. (*b*) Financial: Members' subscriptions, registration and other fees and investment income. (*c*) Physical: Premises, Equipment, Solicitors' Building, Four Courts, Dublin including the Society's law library available to all members and students. McBumbrey Eric A. Plunkett, Secretary, Solicitors' Building, Four Courts. Dublin 7.

Institute of Bankers in Ireland, Nassau House, Nassau Street, Dublin 2. Tel. 777199.	To enable members to acquire a knowledge of the theory and practice of banking and to promote the consideration of matters of interest to the profession.	Staffs of banking establishments.	Examinations, Lectures, Library facilities.	(*a*) PERSONNEL: Small permanent staff. (*b*) FINANCIAL: Members' subscriptions and bank donations. (*c*) PHYSICAL: Premises, Equipment. Offices, Library and lecture rooms at Nassau House, Nassau Street, Dublin 2.
Institiúid Ceimice na hÉireann, Institute of Chemistry of Ireland, 22 Clyde Road, Dublin 4. Tel. 684341.	The Institute is a professional body serving the interests of the Chemical profession in Ireland. One of its objectives is to keep its members and others in the profession informed on advances in chemistry. It is not, however, primarily engaged in the field of adult education.	In the field of adult education the Institute wishes to serve specifically people (whether members or not) who teach chemistry in secondary schools by running annually courses which deal with advances in the subject, or with specific points in the chemistry curriculum. In addition, through one or two-day seminars the Institute tries to inform chemists in industry, the Universities, research institutes and Government Departments of advances in specific fields (e.g. water).	Refresher courses (2 day) for post-primary teachers. Seminars (1- or 2-day) for professional chemists.	(*a*) PERSONNEL: The Institute has a Council of 16 members and uses part-time paid secretarial help. (*b*) FINANCIAL: The Institute is supported by subscriptions from members. (*c*) PHYSICAL: Premises, Equipment.

Agency	Objectives	For	How	Resources
Institute of Cost and Works Accountants, 63/65 Portland Place, London W.1.	The principal objectives of the Institute are:— (*a*) To promote the adoption of scientific methods in cost and management accountancy. (*b*) To provide a professional organisation for cost and management accountants and by means of examinations to test the skill and knowledge of persons desiring to enter the profession. (*c*) To improve the facilities available to persons entering the profession for acquiring the necessary training and education. (*d*) To exercise professional supervision over the members of the Institute. (*e*) To hold conferences and meetings for the discussion of professional subjects. (*f*) To collect, collate and publish information of service and interest to members of the profession.			(*a*) Personnel: Approximately 11,000 members. Approximately 75 staff at headquarters. (*b*) Financial: Income from membership subscriptions. (*c*) Physical: Premises, Equipment. Premises at Nos. 63 and 65 Portland Place, London W.1.

Insurance Institute of Ireland, 32 Nassau Street, Dublin 2.	The Institute is an association Institute of the Chartered Insurance Institute, which is the professional Association for all Insurance men and women. The functions for which it exists are Educational, Social and benevolent.			
Operations Research Society, c/o Bank of Ireland Group, Hume House, Ballsbridge, Dublin 4.	To promote the development and use of Operations Research in Ireland, and it provides a means of exchange of information and ideas among its members and also seeks to promote the organisation of education in Operations Research in this country.	Members.	PROGRAMMES: Towards the latter end, the Society has, during the last six months been carrying out an extensive Survey into the need of establishing a Post Graduate Course in Operations Research in one of the University Centres in this country. The outcome of this study will be the production of a detailed report which will be submitted to the higher Education Authority. METHODS: Research.	PERSONNEL: 60 members. RESOURCES: Members' subscriptions.

Agency or Organisation	Objectives	For	How	Resources
Public Relations Institute of Ireland, 20 Merrion Square, Dublin 2. Tel. 689169.	To encourage student members of the Institute and help them gain knowledge of their profession.	Student members of the Institute.	Programmes: By running a Course in Public Relations. Subjects: Press Relations. Radio and Television. Advertising. Print and Design. Films. Photography. Organisation of public meetings. Public Relations for Industrial Companies.	One Class Centre. Lecturers from I.M.I., I.P.A. and Institute of Public Relations. £770 from participants.
102 Cumann Lúthchleas Gael, Páirc an Chrócaigh, Áth Cliath 3. Tel. 48607.	A. Cinnireacht a chur ar fáil agus a chothú imeasc an phobail. B. Imeachtaí Sóisialacha agus cultúrdha a chur ar fáil.	A. Na daoine óga. B. Na doine fásta go mbeadh (*b*) thuas mar chabhair agus mar thaca dóibh.	(*a*) Cur leis na cluichí tré imeachtaí breise. (*b*) Ionaid sóisealacha a chur ar fáil. (*c*) Treoir ar na h-imeachtaí ba chóir a fhorbairt a thabhairt tré Chomórtasaí Greimhridh.	(*a*) Personnel: Oifigigh agus baill ag gach leibhéal. (*b*) Financial: Airgead an Chumainn agus tré dheontasaí Stáit aon áit atáid ar fáil do na hIonaid Sóisealacha. (*c*) Physical: Premises, Equipment. Páirceanna Imeartha, Seomraí Eadaithe agus Ionaid Sóisialacha. (Níl mórán de na hIonaid seo againn go fóill.)

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An Chomhairle Ealaíon, 70 Merrion Square, Dublin 2. Tel. 62615.	Promote the knowledge, appreciation and practice of the arts, and assist in improving their standards.	The entire community.	Sponsoring activity in the arts by the promotion of work of the highest standard, and financial assistance to other groups to enable them to do so also.	(*a*) PERSONNEL: Council Members: Director and eleven members. Office Staff: Five. (*b*) FINANCIAL: Annual Vote from Dáil Éireann and certain Trust Funds. (*c*) PHYSICAL: Premises, Equipment. Four rooms for office use, basement for storage of exhibition material. Approximately 180 paintings, 3 sculptures, one piece of stained glass.

The Economic & Social Research Institute, 4 Burlington Road, Dublin 4.	It is not an organisation for adult education but provides occasional lectures on economic or social topics, conducts seminars for economists and social scientists and sometimes provides lectures in Econometrics for economists, civil servants, etc. The objects are to advance the knowledge of economics and other social sciences with particular reference to Ireland.	"Government Departments, Corporation, Societies, Bodies and Persons."	Seminars; Publications of Results of Research, Journals, Lectures.	(*a*) PERSONNEL: About 35 professional staff —economists, social scientists, social psychologists, statisticians. (*b*) FINANCIAL: Grant from Department of Finance (Major source). Subscriptions from Members, Firms and individuals.

Agency	Objectives	For	How	Resources
An Foras Forbartha, The National Institute for Physical Planning and Construction Research, St. Martin's House, Waterloo Road, Dublin 4.	To provide research, training information and advisory services in: 1. Physical planning and development; 2. Building and Construction; 3. Road construction, road traffic and road safety; 4. Water usage and conservation. The Institute's Education and Information Section is responsible for the provision of education and training programmes related to the physical environment.	Professional, technical, managerial and supervisory personnel engaged in the area of the physical environment. This includes local authority staff, and elected representatives; planners; architects; surveyors; building managers; and engineers. Lectures and seminars are also provided for the layman on aspects of the physical environment.	1. *Training Courses in:* i Construction Management ii Construction Techniques iii Developments affecting the industry, e.g., Introduction of the Metric System, Introduction of Modular Co-ordination. 2. *Seminars for:* Professional, technical and managerial staff i arising out of research at the Institute or elsewhere ii developments in construction design and practice. 3. *Conferences for:* Professional, technical and managerial personnel on topics of current interest e.g., housing, conservation, regional planning. 4. *Lectures by:* Research staff and experts from Ireland and abroad.	(c) Physical: Premises, Equipment. Three floors of modern office block at 4 Burlington Road, Small lecture Hall and Library for use of staff. Personnel: Total staff—100 Financial: Sources of Income; grants from Department of Local Government, course fees, sale of publications. Premises and Equipment: Premises include Conference Centre, library, road research laboratory.

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SERVICES

The Institute has an expanding library on physical planning and development; building and construction, including technical and managerial aspects; roads, including traffic, construction and safety aspects; and water resources, including usage and services. The loan service of books is available to interested persons. Some 200 periodicals are received regularly.

The Institute's research staff provides advisory services in relevant aspects of the physical environment.

PUBLICATIONS:

Arising out of the research work of the Institute, some 40 books and reports have been published.

AGRICULTURAL BODIES

Agency or Organisation	Objectives	For	How	Resources
An Foras Talúntais, 33 Merrion Road, Dublin 4. Tel. 693222.	To review, facilitate, encourage, assist, co-ordinate, promote and undertake agricultural research. To disseminate the results of agricultural research, particularly to those engaged in agricultural advisory work. To advise the Minister for Agriculture and Fisheries.	The agricultural sector, including agriculture-based industries and services.	Programmes: As part of its activity, the Institute provides and organises Seminars, conferences, lectures and demonstrations; it may grant scholarships and other awards and give fellow-ships for work of outstanding merit in relation to agricultural research or agricultural science. The agricultural liaison office of the Institute ensures the closest possible contact, co-operation and integration of effort between the Institute, Departments of State, the advisory service and the farming community. Methods: Seminars. Conferences. Lectures. Demonstrations. Publications. Open days at Research Centres. Personal contact.	Human: Director. Administrative and Secretarial Staff. Research Staff. Physical: Headquarters. Research Centres throughout the country. Financial: From counterpart grant fund and Irish Government chiefly.

Institute for Industrial Research and Standards, Ballymun Road, Dublin 9. Tel. 370101.	Dissemination of Technical Information to Industry.	Techno structure.	Courses and Seminars, Publications.	(*a*) PERSONNEL: Three. (*b*) FINANCIAL: As required. (*c*) PHYSICAL: Premises, Equipment. Normal audio-visual aids.
Irish Decimal Currency Board, St. Martin's House, Waterloo Road, Dublin 4.	To facilitate the changeover to decimal currency by familiarising the public with the new currency and by finding solutions for the problems arising, in consultation with interested parties.	See Objectives.	Advisory services through talks, publications (booklets, leaflets and a monthly newsletter), advertising and individual consultation on any particular problems that may arise.	(*a*) PERSONNEL: 15. (*b*) FINANCIAL: *Expenditure* 12-6-69 to 31-3-69 £15,900 1-4-69 to 31-3-70 (estimated) £78,000 1970/71 not yet published. (*c*) PHYSICAL: Premises, Equipment. Premises: 2,500 square feet leased. Ordinary office equipment.
Irish National Productivity Committee, 14 St. Stephen's Green, Dublin 2. Tel. 60951.	To promote and encourage greater management/worker co-operation and the adaptation by industry of the most successful means of achieving greater productivity in	Generally all sections of the community but more particularly Managers and workers in manufacturing, distributive and service industries.	(*a*) Advice and assistance from the National Productivity Committee, its Regional Productivity Committees and constituent organisations.	(*a*) PERSONNEL: 40 (including 20 professionally qualified staff). (*b*) FINANCIAL: Approximately £130,000 per

Agency or Organisation	Objectives	For	How	Resources
	management, production and marketing.		(*b*) Organisation of functions in conjunction with Regional Productivity Committees, to further the objectives of the Committee. (*c*) Industrial/sociological research into areas related to productivity and worker/management co-operation. (*d*) A diagnostic service on managerial problems for small and medium sized firms.	annum. (Grant-in-aid from Department of Industry and Commerce—£110,000. Revenue from assignments and functions—£20,000.) (*c*) Physical: Premises, Equipment. Administrative Offices at: 14 St. Stephen's Green, Dublin 2. 2 Lr. Hatch Street, Dublin 2. 30 Waterloo Road, Dublin 4.
National Savings Committee, 72-76 St. Stephen's Green, Dublin 2. Tel. 66305.	Its aim is to educate and encourage the public to save for the benefit of the individual and of the country.	All sections of community.	Various media of advertising, publicity and communication. Field staff of Savings Organisers working in industry and schools. Lecture Service with or without films for organised community groups. Subjects (*a*) Money Management and Budgeting, (*b*) Wise Shopping. Production of specialised literature e.g. Budgeting, Booklet on Retirement, etc.	(*a*) Personnel: Office Staff: 3. Field Staff: 6. (*b*) Financial: The National Savings Committee is a voluntary one but its funds, staff and premises are provided by the State. It is not possible to say how much money is devoted to Adult Education in particular as this is only part of the Committee's work.

Shannon Free Airport Development Co. Ltd., Shannon Free Airport, Co. Clare.	The Company is interested in Adult Education (*a*) in so far as it concerns the Company itself as an employer and (*b*) in relation to the needs of the resident community now building up at Shannon for which the Company is responsible.	Staff of the Development Co. Ltd. The resident community at Shannon.	(*c*) PHYSICAL: Premises, Equipment. HOW OBJECTS ARE ACHIEVED (*a*) By:— *Programmes* 1. *Encouragement of private study*. Scheme encourages members of the staff to undertake private courses of study which will make them better equipped to carry out their duties. Scheme provides limited periods of off-time from work for study and exams and cash grant incentives on successful completion of studies. 2. *Specific Training Courses* for staff may be special internal courses to meet the requirements of the Company or external courses, e.g. provided by I.M.I. or I.P.A., to which selected members are sent at the Company's expense and time. 3. *Language Learning*. Two training courses (elementary and advanced) are provided for staff who wish to improve their knowledge of the Irish language—run for 20 weeks, 2-hours class-work per week. Linguaphone Systems in French and German have been acquired for use of staff. 4. A series of fortnightly lectures and discussions for staff. Topics cover subjects of direct concern to the Company and matters of more general interest. (*b*) The Company welcomes, and supports within the limits of its resources, courses in Adult Education which contribute to meeting the needs of the Shannon Community. METHODS: Courses. Linguaphone Systems. Lectures and Discussions.

CLIENTELE

Agency or Organisation	Objectives	For	How	Resources
University College, Cork, Department of Adult Education. Tel. 21371, Extension 1.	To inspire men and women with high social ideals and to equip them as moulders and mouth-pieces of sound public opinions in their various organisations and localities and in the process of achieving these aims enable them to attain self-fulfilment.	The University's courses are open to adults living in Munster or in areas adjacent to it and are designed to suit non-matriculated students. No specific standard of education is stipulated and any adult of average intelligence should be able to pursue a course successfully. While all sections of the community are catered for in the courses, special classes are provided for members of the farming community and trade unionists. In addition a special Diploma Course exists for women also.	Four Diploma Courses are on offer, each of two years' duration, with examinations being held at the end of each year. Classes are conducted twice weekly on the lecture and discussion principle and where necessary by demonstration as in Rural Science and Home Science.	(*a*) Personnel: University Department: One Director One Administrative Assistant Two Secretary/Typists *Lecturing Staff* average two to four lecturers per centre depending on the type of course. (*b*) Financial: University College, Cork, gives a grant for the courses of £4,000 per annum. In addition a fee of £10 per student is charged and the Vocational Authorities who are partners of University College in the scheme also subsidise the courses through payment of lecturers' fees and travel expenses. (*c*) Physical: Premises, Equipment. *Premises:* In Cork City classes are held jointly in the University and in the school of Commerce. In the rest of Munster classes are held in Vocational Schools with the local Headmaster acting as local Secretary to

				the course. In the case of centres located a distance from a Vocational School, Parish Halls, and Primary Schools are used. *Equipment:* Students are supplied with all the relevant texts for their courses, free of charge and in the case of the subject, Rural Science, all the necessary laboratory equipment is available. In the Women's classes the equipment of the Domestic Economy Room is used. In addition, the College supplies filmstrips, films, projectors, and tapes as the occasion requires them.
†Extra-Mural Studies, University College, Dublin 2. Tel. 752116.	To provide courses (some of which encourage audience participation) on significant and diverse subjects not normally offered elsewhere.	Interested adults of enquiring mind, irrespective of age or education.	Courses of lectures.	(*a*) PERSONNEL:* *(all part-time) Academic and professionally qualified lecturers.* Director* Assistant* Secretarial assistant* (*b*) FINANCIAL: At present the organisation is financed by revenue from fees.

†NOTE: In addition to the organisation and administration of the DUBLIN centre (which has a total enrolment for the 1969-70 session of over 2,700 students), Extra-Mural Studies directs and supervises the courses organised in various provincial centres (at present: Edenderry, Drogheda, Wexford, Kilkenny) and controls the first and final year examinations leading to the award of the Diploma in Social and Economic Studies.

Agency or Organisation	Objectives	For	How	Resources
				(*c*) Physical: Premises, Equipment. By agreement with the College, lecture halls and rooms are allocated to Extra-Mural Studies.
Board of Extra-Mural Studies, U.C.G. Tel. 3161.	To provide, organise and direct Extra-Mural Diploma and non-Diploma courses at various centres in Connacht and adjoining counties.	All sections of the Community.	Refer to submission.	(*a*) Personnel: 1 Acting Director. 1 Clerical Assistant. (*b*) Financial: Refer to submission. (*c*) Physical: Premises, Equipment. Office premises only.
The Edgeworth Society, Edgeworthstown.	To stimulate interest in education generally: to provide a background to education, and raise the quality	All.	How* Three lectures each winter. So far five have been held (text of one enclosed). Lending to schools, copies of	(*a*) Personnel: Voluntary labour. (With a great deal of co-operation from Longford/Westmeath County Librarian) Hon.

of living in the midlands, particularly in and around Edgeworthstown.

original documents in our possession. Making available to the public the small nucleus of a collection of objects, clothes, books and documents, which could in time become a museum.

Secretary—Myra McElderry. Keeper (display and care of museum objects)—Catherine Yorke.

(*b*) FINANCIAL:

Membership subscriptions—£1 1s. each year. (Grant, not likely to be repeated, from Longford Development Team.)

(*c*) PHYSICAL:

Premises, Equipment. Permissive tenancy of top floor of the Vocational School, Edgeworthstown—this houses our small collection. Local hotels provide hall for lectures and meetings.

*Assisting with information and ideas anyone writing a book or a thesis on the Edgeworths (this work alone is now at the stage where it needs a librarian).

Irish Housewives' Association,
32 Gardiner Place (Basement Flat),
Dublin 1.

Chairman :
Nora F. Browne (Mrs.)
Tel. 983785.

To educate the Public to accept women as equal citizens, and women to take their full place in the Community.

We take an active part in all spheres of planning for the Community.

We are educating women, through Lectures; Seminars; Discussions and active participation in our Association and by co-operating with other organisations interested in Civics etc., to fit them for their place in the Community. Our Association is

(*a*) PERSONNEL:

Central Committee controlling Branches throughout the country. Sub-Committees, under the jurisdiction of the Central Committee, working on the different facets of the work of the Association. These Committees and *ad*

Agency or Organisation	Objectives	For	How	Resources
Jt. Hon. Secs. Moira Guiney, Tel. 982307. Mairead Allen.			affiliated to the International Alliance of women which has consultative status with United Nations and through this we follow the progress of women in other countries.	*hoc* Committees specially formed discuss and investigate Government White Papers etc. pertaining to work of the Association e.g. Merchandise Works Bill; Health Bill; Legal Reform etc. and make recommendations. (*b*) Financial: Voluntary organisation completely run on Members' subscriptions and fund raising activities of the Sub-Committees. (*c*) Physical: Premises, Equipment. *Premises :* Basement Flat. *Equipment :* Minimum office Equipment plus two hard working Hon. Secs.; Hon. Treas. and Committee.
Navan Road Community Organisation. Tel. 300879. *Secretary :* Miss K. Matthews, 12 Baggot Road, Dublin 7.	The object of the Organisation generally is to cater for the benefit of the people of the Area.	All of the residents of the area within the Parish of Mary, Help of Christians, Navan Road, Dublin 7.	Assistance of all possible needs of the Community. Working together in many groups.	(*a*) Personnel: Voluntary Assistance. (*b*) Financial: Allocation from Parish Funds when available. (*c*) Physical: Premises, Equipment.

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				Say, four prefabricated buildings (ex-school rooms) and occasional use of the School Assembly Hall.
National Council of Parents' Associations. *Hon. Sec.:* John Clarke, 5 Sharon Avenue, Carlow. Tel. 41819.	To educate parents in the best fulfilment of their parental rôle, and help children that their years of development will be a healthy, safe and happy period.	Parents and children.	(1) Lectures with Slides and Film. (2) Short Courses.	(*a*) PERSONNEL: Invited Experts in a particular field. (*b*) FINANCIAL: Members' Subscriptions. (*c*) PHYSICAL: Premises, Equipment. Nil.
115 Amalgamated Society of Woodworkers, Nr. Seán McDermott Street, Dublin 1. Tel. 44626.	Members of the Society of Woodworkers. There is no age limit for any of the courses. Unfortunately, these courses are not as well attended as they might be.		PROGRAMMES: Postal Courses with the Trade Union Congress at Tilbcoultry, Scotland. A Postal Course with Ruskin College, Oxford. Courses and week-end Seminars by the Irish Congress of Trade Unions, covering a wide range of subjects—these courses involve lectures by members of the Executive Council of Congress, and full-time Officers of Congress, as well as Legal, Government Departments, and other experts from outside the I.C.T.U.	

Agency or Organisation	Objectives	For	How Methods: Courses. Postal Courses.	Resources
Irish Congress of Trade Unions, 19 Raglan Road, Dublin 4. Tel. 680641.	A. Induction training for members, shop stewards, part-time and full-time officials. B. Provision of information and advice to trade union members and officials. C. Arranging seminars on special subjects, with external advisers where appropriate with a view to informing policy-makers.	Trade union members, shop stewards, officials, executive members.	Series of lectures at local level, both day and evening, one-day and week-end seminars and conferences, one week residential courses, study missions abroad, provision of productivity advisory services, occasional publications.	(*a*) Personnel: (*a*) three productivity advisers (*b*) one education officer (*c*) one shop steward training officer (*d*) lectures, both internal and external. (*b*) Financial: Roughly £13,000 next year from INPC, £3,000 from unions, plus voluntary lecture services of trade union officials. (*c*) Physical: Meeting rooms provided by Congress, by trades councils, trade unions. Hotel accommodation is used for week-end and residential courses, and some local courses.

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National Graphical Association, 63-67 Bromham Road, Bedford, England.	A more enlightened and purposeful membership to meet the challenge of the seventies.	Its own membership initially; the trade union movement and printing trades as well as the community in general.	Already furnished.	(*a*) PERSONNEL: (*b*) FINANCIAL: (*c*) PHYSICAL: Premises, Equipment.
Post Office Workers' Union, 52 Parnell Square, Dublin 1. Tel. 47841-2.	To have fullest possible member participation in the courses arranged by the I.C.T.U. and the College of Industrial Relations. To hold seminars for members in various Centres throughout the country at which the domestic problems of the Union, its history, structure etc., are discussed.	Members.	By encouraging member participation in the courses and seminars. Courses. Seminars.	(*a*) PERSONNEL: (i) Congress Personnel. (ii) Union Officials. (iii) Outside lecturers. (*b*) FINANCIAL: Union Funds. (*c*) PHYSICAL: Premises, Equipment. Local hotels. Memoranda prepared in advance for students.
Electrical Trades Union (Ireland), Cavendish Row, Dublin 1. Tel. 47047.	Not directly involved in Adult Education but would like to see Courses for Adults in the following subjects: Leaving Certificate or G.C.E. B.A. Degree Courses. Technical qualifications. Handcrafts and Hobbies. General Education Trade Union Courses in Department.			

Agency	Objectives	For	How	Resources
Irish Women Workers Union.	To encourage attendance at the College of Industrial Relations, Sandford Road. To raise the education standard of their members.	Members of the Union.	PROGRAMMES: By offering ten scholarships per annum for members to attend the College of Industrial Relations.	
Workers Union of Ireland, Central Education Committee, 29 Parnell Square, Dublin 1.	1. To provide basic Shop Stewards' Courses. 2. Advanced Activists' Courses. 3. Public Speaking Courses. 4. Parliamentary procedure Courses.	Male and Female Union members.	METHODS: PROGRAMMES: (*a*) Democratic Trade Union Organisation. (*b*) Negotiations. (*c*) Trade Unions. (*d*) Rôle of leadership. (*e*) Communications. (*f*) Man and society. (*g*) Trends in Wages. (*h*) Rôle playing in Industrial Relations. (*i*) Morality of Trade Unions. (*j*) Sources of information. (*k*) Controlled Discussion Groups on collective bargaining. (*l*) Procedure and public speaking.	Class-room facilities and Lectures in the College of Industrial Relations. Facilities and Lecturers for some short courses from congress. FINANCE: £1,439 19s. 8d. for year ended 31st December, 1968 from general expenditure of the Union.

Radio Telefís Éireann (Cláracha Oideachais).	In its specifically educational programmes, RTE aims at offering series of programmes on defined bodies of knowledge or skills for adults, with the objective of helping the individual to make an integrated response to his changing environment. The range of series offered is varied—(farming programmes, child psychology, language, economics, natural environment, the sciences). Radio and television provide separate and integrated series, in some instances supported by written material. In addition to series transmitted as an integral part of the broadcast schedule, three hours set aside each Sunday (12.00 noon-3.00 p.m.) in the television service to serve specific interests.	METHODS: Evening and non-residential classes, most of which are held in the College of Industrial Relations.

APPENDIX C

INDUSTRIAL RELATIONS

Many authorities have in recent times expressed the view that better education services could make a significant contribution to improved industrial relations. We accept this view not alone for the sake of the parties immediately concerned in the industrial relations field (i.e., workers and management) but also for the sake of the community at large. The pervasive nature of industrial relations, more especially in its socio-economic aspects is such that it must form an integral part of any adult education programme. The starting point, however, should be in the primary and post-primary schools where industrial relations subjects should form part of the basic subject of civics.

Current Agencies :

There are various agencies concerned in providing educational services in the industrial relations field at present; these are:—

Management Organisations :

(a) The Irish Management Institute.

(b) The Institute of Public Administration.

(While classified as " management " organisations, the constitutions of these bodies are sufficiently broad to enable them to provide services to trade u nion organisations as well, and indeed, the Institute of Public Administration has amongst its corporate membership a number of trade union organisations.)

Worker Organisations :

(a) The Irish Congress of Trade Unions educational services.

(b) Individual Trade Union organisations and associated services.

Other Organisations :

(a) Some Vocational Education Committees.

(b) The College of Industrial Relations, Dublin.

(c) The Dublin Institute of Adult Education.

(d) The Irish National Productivity Committee.

(e) Some Universities.

(f) Consultancy firms.

(g) Many voluntary bodies.

Neither the Irish Management Institute nor the Institute of Public Administration is concerned solely with industrial relations, and of necessity their respective programmes must be geared to the demands

made upon them for services in this area from time to time. Furthermore, such services are focussed on specialised subjects, mainly for the practitioners of industrial relations and because their courses are relatively expensive, they have little mass impact.

While some trade unions are developing educational services for their members, it is obvious both from the response and lack of response to this Survey that trade unions generally give little attention to this question. This is not for want of appreciation of the value of such services by trade union executives. We believe the explanation is to be found in the general attitude of trade unionists (who constitute a large section of our adult community) and their understanding of the rôle and purpose of trade unions in society. Education is not regarded by any means as an important service to be provided by trade unions for their membership. Resources (both financial and otherwise) are, therefore, scant, and many trade unionists would be reluctant to provide them by means of increased subscriptions which they would have to pay in order to sustain an educational programme.

The Irish Congress of Trade Unions provides educational services for affiliated Unions by means of a small unit consisting of an Education Officer, a Training Officer, and a number of Work Study advisers. The Congress receives a subvention from the Irish National Productivity Committee towards the financing of this unit, thus providing a subsidy towards fees and other costs charged to participants. Week-end and one-day courses and seminars are provided on specific subjects; evening lecture series are organised through trades councils, and for other trade union bodies where the demand justifies. There is also a one-week whole-time course laid on from time to time for newly-appointed whole-time and part-time trade union officials, which is growing in popularity. Lectures are also provided by outside specialists or by trade union officials, all of whom make their services available on a purely voluntary basis.

Research :

An essential requirement for the development of improved educational services in the field of industrial relations is that of research. At the present time, very little work is being done on research in industrial relations, and such work as is being done is somewhat unco-ordinated and of an *ad hoc* character. Amongst the agencies engaged in research are The Irish National Productivity Committee, the Economic and Social Research Institute, and one or two of the Universities. Their various activities do not, however, appear to be in any way co-ordinated, and the number of research publications is small indeed. While a major part of the problem of developing greater research facilities lies in the lack of trained research personnel, the lack of a single co-ordinating agency is also a contributory factor. In order to fully develop an educational programme, a great deal more work will be necessary in the area of research.

An Institute :

The Advisory Committee is of the opinion that while the existing agencies referred to are providing, and can continue to provide,

important services, both in the sphere of research and education, there is need for a single body or institution to provide the further extension of services, particularly educational services, in this field. Accordingly, we recommend that an Institute of Industrial Relations be established as an independent corporate body with a two-fold purpose as follows:—

1. To develop an educational programme dealing with all aspects of industrial relations along the following lines:—
   (a) The provision of general basic courses in industrial relations, either whole-time, part-time, or on a residential basis. Subjects to be incorporated in such a programme are given on the last page of this appendix.
   (b) The provision of custom-built courses for worker and employer organisations, following appropriate consultations with the parties concerned. Such courses might be organised for bodies like the Irish Congress of Trade Unions, individual Trade Union Organisations, Employer Bodies, and institutions such as the Institute of Personnel Management.
   (c) The provision of lecturers for courses organised and administered by other bodies, including trade union and employer organisations.

2. The encouragement of research into industrial relations problems. When necessary, the Institute might also initiate its own research programme. As part of its research activities, the Institute would also develop a programme for the publication of books and pamphlets dealing with industrial relations in all its aspects. As far as possible, the publications should be marketed at the lowest possible price consistent with economic requirements, so as to ensure the widest possible distribution of such publications.

   The Committee does not envisage the proposed Institute displacing any of the educational activities at present being carried on by other agencies. On the contrary, the Committee would expect that the establishment of such an institute would be of considerable value to these bodies, and it is envisaged that there would be active co-operation between them at all times.

Organisation:

The Committee considers that the possibility of enlarging the existing College of Industrial Relations as the nucleus of the proposed Institute should be examined with a view to reaching an agreement with the College authorities for the establishment of an Institute along the following lines:—

(a) The Institute to consist of two levels of membership, namely, individual membership and corporate membership; the

former would be extended to all persons having an interest in the subject and paying an annual subscription. Corporate Membership would be open to all employer and trade union bodies and autonomous bodies such as the N.I.E.C., the I.M.I., the I.P.A., and the Institute of Personnel Management. Corporate Bodies would pay an annual subscription of varying amounts to be agreed upon.

(b) The supreme governing body of the Institute would be an annual meeting of all the members of the Institute, including the representatives appointed by each of the corporate members. In addition to the annual meeting, there would also be a Council and an Executive Committee.

(c) The Council of the Institute would be composed of members nominated by each of the corporate members and a number of others to be elected on the vote of the individual membership. The Council of the Institute would meet periodically and would be the body responsible for electing the Executive Committee.

(d) The Executive Committee would be a tripartite body consisting of equal representation from the trade unions, the employer organisations, and representatives of the Government (possibly appointed through the Department of Labour, which should be one of the corporate bodies of the Institute).

(e) Provision would need to be made for representation of the academic staff of the Institute on the Executive Council and also for the establishment of advisory bodies within the Institute constituted either wholly or partly of the academic staff of the Institute.

(f) The Institute would be financed from the following sources:—

(i) Subscriptions by individual and corporate members. This source would also include the contribution to be made to the Institute by the Government as its contribution as a corporate member.

(ii) Course fees charged to students attending courses run by the Institute and charges made by the Institute for the provision of services to other bodies, such as custom-built courses for employer bodies or trade union bodies.

(iii) Income from Book Publications.

SUMMARY:

The foregoing represents no more than an outline of the lines along which the proposed Institute might be developed. Assuming that a satisfactory arrangement can be made, the Institute could take over the existing College of Industrial Relations as the nucleus for its

further development. Such an arrangement would have to make adequate provision for the existing college staff to ensure that their services will be fully utilised within the proposed new Institute.

Subjects Recommended for Basic Courses in Industrial Relations

Case Studies in Industrial Relations.
Communications.
Economics.
Management Techniques.
Philosophy of Industrial Relations.
Politics.
Public and Social Administration (including the rôle of the State in Industrial Relations).
Public Speaking.
Procedure at Meetings.
Social Psychology.
Sociology, especially of Industrial Relations.
Trade Union Organisation and Administration.
Trade Union History.
Wages Systems and Collective Bargaining.

This is a comprehensive list of subjects; an ideal industrial relations course would include all of them and would be a whole-time one, extending over two years (or the part-time equivalent) and leading to a Diploma. Any other industrial relations courses would include all or some of the above subjects according to the requirements of the participants.

APPENDIX D

UNIVERSITY COLLEGE, GALWAY—EXTRA-MURAL PROGRAMME

General Organisation

University College, Galway, in co-operation with Vocational Education Committees and other bodies engaged in adult education has begun courses in a number of centres in the West of Ireland in the academic year commencing October, 1969. Syllabuses are determined by University Professors and Lecturers but lectures are given mainly by specially appointed part-time extra-mural lecturers. Occasionally lectures are given in each subject by the appropriate University Professor or Lecturer.

Summary of Courses

1. Course leading to the Diploma in Extra-Mural Studies (Social Action)—extending over two years.
2. Course leading to the Diploma in Extra-Mural Studies (Industrial Relations)—extending over two years.
3. Non-Diploma Courses—4- to 12-lecture series by one person.
4. Leader training and Summer Courses.

Diploma in Extra-Mural Studies (Social Action)

A two-year action-orientated course designed to equip leaders of civic, vocational, political and voluntary organisations in the West of Ireland. The Course is at present being conducted at Roscommon, Carrick-on-Shannon and Sligo on two evenings a week during the first year and in the second year on three evenings a week or on two evenings and a Saturday forenoon. There are two terms in each year—one of 10 weeks before Christmas, the other 10 weeks between mid-January and Easter.

The fees for this course are £12. 10. 0. per annum. This includes a fee for a residential week-end.

Programme of Course

First Year

First Term:	*Hrs. per week*
Sociology	2
Economics	1
Public Speaking and Procedure at Meetings	2
Cultural Subject, e.g., Archaeology, History, Conservation, Aesthetics or a Cultural subject based on local interest. Subjects within the Physical Sciences group may also be included	1

	Hrs. per week
SOCIOLOGY	2
ECONOMICS	2
CULTURAL SUBJECT (not necessarily the same one as in 1st term)	1
EFFECTIVE COMMUNICATIONS—i.e., Letter Writing, good Irish or English usage, Discernmet in Reading	1

Second Year

First Term:

POLITICS	1
PUBLIC ADMINISTRATION	1
SOCIAL SCIENCE (this global term embraces the practical application of Sociology and Economics)—Lectures on problems of social living in Ireland and especially the function of the State, voluntary organisations and local agencies in local development, i.e., County Development Officer, County Manager, Chief Executive Officer, Chief Agricultural Officer, Chairman, I.D.A., Leaders of voluntary organisations, An Foras Forbartha, I.A.O.S., etc.	3
CULTURAL SUBJECT	1
MANAGEMENT TECHNIQUES—Lectures and discussions are conducted by Specialists on Management Objectives, Method Study, Financial Planning and Control, Sources and Use of Capital, Training, Accountancy, Management Organisation, Planning, Marketing, Industrial Relations, Interpretation of Accounts. (All of these management techniques are directed mainly towards farming, small industries and tourism.)	3

Second Term:

POLITICS	2
SOCIAL SCIENCE—Applied Sociology and Economics through research projects, resources surveys, and especially group discussions on local and national projects and development potential ...	3
CULTURAL SUBJECT	1
TECHNICAL SUBJECTS—a series of technical lectures particular to the locality in which the course is being held (students will have the option of not attending some of them), e.g., Sheep production, Milk and Beef production, Fertiliser usage, Parasite Control, Grassland and intensive projects such as Glasshouses and Fruit Growing. There will be lectures too on Farmhouse Holidays, Camping Sites, Consumer Education	3

It is hoped to extend these courses to other centres in the West next year.

Diploma in Extra-mural Studies (Industrial Relations)

A two-year course designed for leaders in an industrial society. It is held at Shannon Airport on two evenings a week during the first year, and in the second year on three evenings a week or on two evenings and a Saturday morning. There are two terms as in the course for the Diploma in Extra-Mural Studies (Social Action)

The fees for this course are £12. 10. 0. per annum. This includes the cost of a residential week-end.

Programme of Course

First Year

First Term:	*Hrs. per week*
Sociology	1
Economics	1
Public Speaking and Procedure at Meetings ...	1
Politics	1
Management Techniques—Lectures and discussions conducted by specialists on Management Objectives, Method Study, Financial Planning and Control, Sources and Use of Capital, Training, Accountancy, Management Organisation, Planning, Marketing, Industrial Relations, Interpretation of Accounts	2

Second Term:	
Sociology	1
Economics	1
Effective Communications	1
Politics	1
Management Techniques	2

Second Year

First Term:	
Sociology of Industry	2
Economics	2
Trade Union History	1
Public Administration	1
Effective Communications	1
Productivity Bargaining	1
Wages Systems	1

Second Term:	*Hrs. per week*
PROBLEM OF SOCIAL LIVING IN IRELAND—Lectures on Emigration, Housing and Urbanisation, Welfare, Regional Development, Crime and Punishment, Censorship, etc	3
PUBLIC ADMINISTRATION	1
PUBLIC SPEAKING AND PROCEDURE AT MEETINGS ...	2
CASE STUDIES IN INDUSTRIAL RELATIONS ...	3

It is hoped to extend these courses progressively to other centres in the West of Ireland.

THE STUDENTS

Students of all of these courses are selected and admitted by University College, Galway. Class size is limited to thirty-five. Before a course commences, each class is brought together for a residential week-end. This serves as both a " priming " and a briefing session. A similar residential session is held at the end of two years. The College bears the cost of these week-ends.

EXAMINATIONS

Examinations are set, supervised and marked by U.C.G.
No Examination Fees are charged.
Successful candidates are awarded the appropriate Diploma in Extra-Mural Studies by University College, Galway.

NON-DIPLOMA COURSES

Special one-subject series of lectures by recognised authorities, e.g., University Professors and Lecturers conduct Single Subject courses of 4, 6, 8, 10 or 12 lectures at selected centres.

Fees vary from £1 to £3 per series.

LEADER TRAINING COURSES

One-week residential courses sponsored by the College in association with voluntary organisations for training of leaders who cannot attend the Diploma courses. The range of subjects is similar to that in the Diploma in Extra-Mural Studies (Social Action).

Fees have not yet been determined.

APPENDIX E

THE KELLOGG EXTENSION CENTRE, U.C.D.

The programme of the Kellogg Extension Centre, University College, Dublin, is designed primarily to contribute to the effectiveness of the Agricultural Advisory Service of Ireland. It is concerned with the professional competence of local advisers, supervisors, subject-matter specialists and administrators as educators—in preparing them to be more effective in bringing about desired change.

The programme aims to improve their competence in the following areas:—

(1) Designing, planning, executing and evaluating programmes intended to bring about desired changes in rural Ireland and its people.

(2) Teaching/learning and communications.

(3) Understanding the technological, economic, social and cultural facets of agriculture and rural Ireland.

(4) Providing professional leadership in the organisation and management of personnel and other resources of an educational/service agency.

(5) Systematic investigation.

Except for pre-service, all efforts of the Centre are directed towards the functioning professional, and include the following:—

1. *Pre-service training* consisting of 6-8 hours of lectures on communications, teaching methods and teaching/learning for fourth-year students in general agriculture. For the first time, in 1970 third-year students in general agriculture will receive a two-hour lecture on teaching/learning.
2. *Induction training* involving a two-week course, offered once or twice per year for new employees of the Advisory Service.
3. *Inservice training* including:—
   (a) Workshops for (1) Chief Agricultural Officers, (2) Deputy Chief Agricultural Officers, (3) Pilot Area personnel, (4) specific categories of personnel (e.g., Farm Home Management Advisers, Horticultural Instructors) and on-the-job consultation from outside resource people, and (5) Agricultural Instructors who are responsible for conducting winter farm schools.
   (b) Seminars for (1) Centre graduates (those having completed Masters' degrees or diplomas) and (2) personnel

of the Department of Agriculture who supervise the work of advisory personnel.

(c) a two-to-five-week course (referred to as Course C) for 20-25 senior instructors.

(d) Work with advisory committees representing the Advisory Service, the Department of Agriculture and the University on training, curriculum and related matters.

4. *A postgraduate programme* consisting of two one-year full-time course options:—

(1) Emphasis in a technical field with a third of the student's work devoted to courses in teaching/learning and programme development and communications. With this option (leading to a Master's degree and referred to as Course A), the student completes a research project under an adviser in his technical subject.

(2) Extension education, in which the student devotes full-time to lectures in teaching/learning and programme development, communications, agricultural economics, rural sociology, social psychology, statistics and sytematic investigation, and administration/supervision. In this option (Course B), the student conducts a research project and completes a thesis under a full-time faculty member of the Centre. The research conducted by each student investigates a problem aimed at better understanding the organisation, resources (personnel and other), programme, clientele or procedures in advisory work. Course B leads to Masters' degrees for participants who have undergraduate degrees and diplomas for those who do not hold degrees.

In addition to work with Agricultural Advisory personnel, Centre staff members (1) provide lectures and conduct seminars for members of the Faculty of Agriculture on such topics as teaching/learning and the curriculum and (2) provide workshops for agricultural teachers of the residential agricultural colleges.

The Centre is staffed by a full-time Director and other part- and full-time teaching staff and resource people. Teaching and resource people are drawn from the University, the Department of Agriculture and Fisheries and the Economic and Social Research Institute. For three years, the Director will be a visiting professor from the U.S. who is engaged in similar work in his home institution—a Land-Grant University. Eventually, the Centre staff will include three full-time, continuing faculty members. These are in the process of acquiring advanced degrees in the U.S.

The Centre programme is financed through (1) the Faculty of Agriculture, University College, Dublin, (2) the Department of Agriculture and Fisheries and (3) a grant from the W. K. Kellogg Foundation.

120 B

The Kellogg Foundation grant provides for support of the programme for five-and-a-half years, subsidising the three new faculty positions, teaching and library materials, allowances for ten students annually (course fees, books, cost-of-living differentials) and a visiting U.S. professor for three years to serve as Director of the Centre.

The Centre is located at Lyons Estate in a facility provided by the Department of Agriculture and Fisheries and is affiliated administratively with the Department of Farm Management, U.C.D.

The programme was inaugurated in 1967/'68. To date, sixteen students have received Masters' degrees: nine in extension education (Course B) and seven in a technical field of agriculture (farm management or animal production). Two have been awarded diplomas in extension education. Eleven are enrolled for Masters' degrees in 1969/70; eight in Course B and three in Course A.

Up to 1 March, 1970, about 180 fourth-year general agriculture students had received 6-8 hours of lectures in communications and teaching methods; 25 Chief Agricultural Officers and 25 Deputy Chief Agricultural Officers had participated in 3-day training workshops on organisation and administration; 35 Pilot Area advisers had participated in 4-day training workshops on group work and programme planning; 70 Farm Home Advisers had participated in a 3-day training workshop on programme planning; 10 graduates of the Centre had participated in a 3-day seminar related to teaching/learning and the curriculum; 80 instructors had participated in 2-week induction training sessions; 50 Agricultural Instructors responsible for conducting winter farm schools had participated in a 3-day workshop on teaching methods and communications; 32 Horticultural Instructors had participated in a 3-day workshop on technical horticulture; 26 agricultural college teachers had participated in a 3-day workshop on teaching methods and communications.

The programme is under constant review and evaluation. Evaluative evidence is being collected from participants in all aspects of the programme. In addition to participant judgments of the effectiveness of the programme, and for the sake of constantly revising and refining the curriculum, systematic observations are being made (1) of the needs of potential students for the programme, (2) of the needs of the clientele and potential clientele of the Service and (3) of subject-matter that would be most relevant and useful to the job of the professional.

APPENDIX F

THE ADULT EDUCATION OFFICER

FUNCTIONS:

The Adult Education Officer would fulfil the following functions:—

(i) Identification of the manifest and latent educational needs of adults (young and old) of the community. This would be achieved by:—
   (a) Achieving co-operation among all those groups and individuals involved in adult education and community development and services.
   (b) Initiating surveys in the area or community.
   (c) Personal contact with groups and individuals in the area.
   (d) Having available to the community a central office where groups and individuals could come and discuss their needs and plans.

(ii) Stimulation and initiation of programmes of action to meet the assessed adult education needs of the area.

(iii) Co-ordination of all agencies and individuals (both full-time and part-time) engaged in adult education and promoting co-operation amongst them.

(iv) Optimum utilisation of all community resources (human, physical and financial) in meeting the needs of the members of the community.

(v) The establishment of an adequate evaluation or assessment service.

(vi) The establishment and maintenance of an up-to-date information service.

(vii) The formation (where deemed opportune) of a local advisory body of adult education—made up of representatives of all groups and interested individuals in the area.

(viii) Development of effective horizontal and vertical channels of communication among all concerned with adult education in the area.

(ix) Professional assistance to groups in the following:—
   (a) Definition of objectives.
   (b) Programme planning.
   (c) Evaluation.
   (d) Methodology.
   (e) Co-operation between groups.
   (f) Study of target audience or clientele of the group.

(x) Identification and classification of:—

(a) The community resources (physical, financial and human).

(b) Experts who will help in the adult education programme.

(c) Community, social, educational, welfare, health, etc., services which are available.

(xi) Development of a public relations programme to demonstrate the urgent need, etc., of adult and community education.

(xii) Implementation of the general policy of adult education as decided by the County Development Team (or whatever equivalent body would be in the urban areas).

(xiii) Training of the part-time adult educator.

(xiv) Formation of a corps of trained voluntary adult and community leaders who would assist him in different sectors of this work.

(xv) Liaison with other extra-community adult educators and organisations.

(xvi) Linking up with the adult education provided by radio and television.

(xvii) Launching of pilot projects in co-operation with other groups (within and without the community, e.g., University, Institute of Education, etc.).

(xviii) Publishing documentation to assist those involved in adult education in the community.

(xix) Community consultative service in all areas of education and community development.

(xx) Study and analysis and satisfaction of the adult basic education needs of the area (the " poverty " group).

(xxi) Work in close co-operation with:—

(a) County Agricultural Advisory Service.

(b) Local Councils of Social Services.

(c) Local Health Authority.

(d) Vocational Education Committees.

(e) Local Industry.

(f) Local School Systems.

(g) Local recreational and social and voluntary groups.

Type of Person:

The community adult education officer is essentially a trained person who is trying to help other people (individual or group) get the best out of life. He or she must have therefore:—

(a) *A generous temperament :*

—who wants to be of service and who is prepared to work for the people—to be available and accessible to people and groups where and whenever they require him.

(b) *Skill :*

—to understand human and social behaviour,
—to administer,
—to know how and why adults learn,
—to achieve good public relations,
—to carry out the functions outlined above.

Training :

His training programme should include:—

(1) The study of man and community and community development.
(2) The philosophy, procedure, techniques, methods, etc., of Adult Education.
(3) Social Psychology—the study of the "group".
(4) Basic principles of Administration.
(5) Communications.
(6) Public Relations.
(7) Applied Sociology.
(8) Economics and Political Science.
(9) Social Administration.
(10) Social Philosophy.
(11) Audio-Visual instruction.
(12) The non-directive approach to community and group-work.
(13) Educational Psychology.
(14) Educational Planning and Finance (Economics of Education).
(15) Cultural Studies.

This training could be given at our Institutes of Higher Education through:—

(a) Special post graduate diploma in adult education and community development, or
(b) A higher diploma in Adult Education (night course), or
(c) Incorporated in the training of teachers (primary, secondary and vocational) and social workers, or
(d) Short residential "crash" courses.

The adage that education is a life-long process applies to community adult educators as to others. Pre-service training is, therefore, not in itself adequate; there must be opportunities for in-service training, including periods of sabbatical leave which could be profitably spent abroad.

APPENDIX G

SUBMISSIONS RECEIVED

Agricultural Advisory Service.
Agricultural Science Association.
Agricultural Implement Trade Association of Ireland.
Aer Lingus.
Most Rev. Dr. John Ahern, Bishop of Cloyne.
Assurance Representative Organisation.
Amalgamated Society of Woodworkers.
Amalgamated Society of Lithographic Printers.
Amalgamated Transport and General Workers' Union.
Aontas.
Rt. Rev. J. W. Armstrong, Lord Bishop of Cashel and Emly.
Arts Council.
Association for the Promotion of Music in Education.
Association of Chambers of Commerce of Ireland.

Beet and Vegetable Growers' Association.
Bord Fáilte Éireann.
Bray Town Voc. Educ. Committee.

Sr. Catherine, Little Srs. of the Assumption, Clondalkin.
Catholic Social Welfare Bureau.
Catholic Young Men's Soc. of Ireland.
Carlow Co. Committee of Agric.
Carlow Co. Librarian.
Cavan Co. Committee of Agric.
Catholic Marriage Advisory Council, Cork.
His Eminence, Cardinal Conway.
Carrick-on-Suir Junior Chamber of Commerce.
Cavan Co. Development Team.
Cavan Co. Librarian.
Chief Executive Officers' Association.
Civil Service Clerical Association.
Civil Defence School.
Clare Co. Committee of Agric.
Clare Co. Librarian.
Clare Co. Voc. Educ. Committee.
Cork Co. Voc. Educ. Committee.
Consumers' Association of Ireland Ltd.
College of Industrial Relations, Dublin.
An Chomhairle Naisiunta Dramaiochta.
Comhdhail Naisiunta na Gaeilge.
An Chomhairle Oiliuna.
Colaiste na h-Ollsgoile, Gaillimh.

West Cork Development Team.
Communications Centre, Booterstown, Co. Dublin.
Country Markets Ltd.
Cumann Leabharlann na hÉireann.
Cumann Croise Deirge na hÉireann.
Cumann na Sagart.
Cumann Luth Cleas Gael.
Carter, Professor G. L., Visiting Professor, Kellogg Extension Centre, U.C.D.

Decimal Currency Board.
Dept. of External Affairs.
Dept. of Health.
Dept. of Labour.
Dept. of Lands.
Dept. of Social Welfare.
Dept. of Agriculture and Fisheries.
Dept. of Defence.
Dept. of Education.
Dept. of Finance.
Dept. of Posts and Telegraphs.
Dept. of Transport and Power.
Donegal Co. Voc. Educational Committee.
Donegal Co. Committee of Agriculture.
Dublin Co. Committee of Agriculture.
Dublin Institute of Adult Education.
Dublin Itinerant Settlement Committee.
Dublin Municipal Art Gallery.
Dublin Adult Education Committee.
Dublin Junior Chamber of Commerce.
Dublin Corporation (Housing Section).
Dublin Society of Chartered Accountants.
Dublin Master Victuallers Association.
Dún Laoghaire Borough Voc. Educ. Committee.
Drogheda Town Voc. Educ. Committee.
Donegal Co. Development Team.
Donegal Co. Librarian.
Dublin City Voc. Educ. Committee.

Economic and Social Research Institute.
Edgeworth Society.
Electrical Trades Union (I).
Ennis Chamber of Commerce.

Farm Apprenticeship Board.
Federation of Trade Associations.
Federated Union of Employers.
Federation of Rural Workers.
Federation of Builders Contractors and Allied Employers of Ireland.
Fianna Fáil.
Fine Gael.

Foras Éireann.
Foras Forbartha Teoranta.
Foras Runaithe Éireann Teo.
An Foras Talúntais.

Galway Co. Vocational Education Committee.
Galway Co. Committee of Agriculture.
Galway City Voc. Educ. Committee.
Galway County Development Team.
Galway Junior Chamber of Commerce.
Glenard University Residence.

Most Rev. Vincent Hanly, Bishop of Elphin.
Most Rev. Michael A. Harty, Bishop of Killaloe.
Most Rev. Donal J. Herlihy, Bishop of Ferns.

Incorporated Law Society of Ireland.
Industrial Development Authority.
Institute of Bankers in Ireland.
Institute of Chartered Accountants of Ireland.
Institute of Cost and Works Accountants.
Institiud Ceimice na hÉireann.
Institution of Electrical Engineers.
Institute of Mechanical Engineers.
Institute of Personnel Management.
Institute of Public Administration.
Institute of Transport.
Institute of Structural Engineers.
Institute for Industrial Research and Standards.
Institute of Theology and Philosophy, Dublin.
Insurance Institute of Ireland.
Irish Agricultural Organisation Society.
Irish Actors' Equity Association.
Irish Agricultural Officers' Organisation.
Irish Creamery Managers' Assoc.
Irish Cancer Society.
Irish Congress of Trade Unions.
Irish Colour Council Ltd.
Irish Creamery Milk Suppliers' Assoc.
Irish Commercial Travellers' Federation.
Irish Countrywomen's Association.
Irish Dental Association.
Irish Exporters' Association.
Irish Film Society.
Irish Folklore Commission.
Irish Heart Foundation.
Irish Hardware Association.
Institute of Irish Studies.
Irish Inst. of Supervisory Management.
Irish Local Government Officials' Union.
Irish Management Institute.

Irish National Productivity Committee.
Irish National Teachers' Organisation.
Irish National Union of Vintners, Grocers and Allied Trades Assistants.
Irish Paper, Paper Bag and Twine Trade Association.
Irish Transport and General Workers' Union
(See Liberty Study Group).
Irish Soc. of Medical and Psychiatric Social Workers.
Irish Society for the Protection of Birds.
Irish Vocational Education Association.
Irish Women Workers' Union.
Irish Housewives' Association.
Irish Wholesale Footwear Association Ltd.

Fr. E. Kennedy, St. Patrick's College, Thurles.
Kerry Co. Vocational Educ. Committee.
Kildare Co. Vocational Educ. Committee.
Kilkenny Co. Vocational Educ. Committee.
Kerry Co. Committee of Agriculture.
Kildare Co. Committee of Agriculture.
Kilkenny Co. Committee of Agriculture.
Kilkenny County Librarian.
Knights of Columbanus.
Kerry County Librarian.

The Labour Party.
Legion of Mary.
Language Centre of Ireland.
Leitrim Co. Vocational Educ. Committee.
Longford Co. Vocational Educ. Committee.
Laoighis Co. Vocational Education Committee.
Laoighis Co. Committee of Agriculture.
Laoighis Co. Librarian.
Limerick City Librarian.
Limerick Co. Librarian.
Liberty Study Group.
Leitrim Co. Committee of Agriculture.
Limerick Co. Committee of Agriculture.
Limerick Adult Education Institute.
Listowel Junior Chamber of Commerce.
Longford Co. Committee of Agriculture.
Longford Co. Development Team.
Longford/Westmeath Co. Librarian.

Mayo Co. Vocational Education Committee.
Mayo Co. Committee of Agriculture.
Mayo Co. Development Team.
Macra na Feirme.
Macra na Tuaithe.
Marine Port and General Workers' Union.
Meath Co. Vocational Educ. Committee.

Mental Health Association of Ireland.
His Grace Most Rev. Thomas Morris, Archbishop of Cashel and Emly.
Muintir na Tíre, Tipperary.
Miss Caroline M. Murphy, Social Worker, Cork County Council.
His Grace Most Rev. John Charlees McQuaid, Archbishop of Dublin.

National Assoc. of Tenants' Organisations.
National Council of Parents' Associations.
National Dairy Council.
National Farmers' Association.
National Film Institute.
National Graphical Association.
National Gallery.
National Library.
National Savings Committee.
National Youth Council.
Navan Road Community Organisation, Dublin.
National Wholesale Grocers Alliance Ltd.
National Museum.
Miss Eileen O'Connor, 4, Francis St., Galway.

Miss M. O'Driscoll, 5, St. Mary's Tce., Taylor's Hill, Galway.
Offaly Co. Voc. Education Committee.
Offaly Co. Committee of Agriculture.
Miss M. O'Hagan, National Council on Alcoholism.
Operations Research Society of Ireland.
Opus Dei.
Ordnance Survey.
Dr. Angus O'Rourke, G.P. Ballyfermot.

People's College, Dublin.
Post Office Workers' Union.
Presbyterian Church in Ireland Youth Committee.
Public Relations Institute of Ireland.

Radio Telefís Éireann.
Roscommon Co. Committee of Agriculture.
Royal Dublin Society.
Royal Institute of Architects.
Royal Irish Academy.
Roscommon Co. Development Team.
Roscommon Co. Librarian.
Roscommon Co. Vocational Education Committee.
Most Rev. Michael Russell, Bishop of Waterford and Lismore.
Most Rev. Thomas Ryan, Bishop of Clonfert.
Bryan S. Ryan Ltd.

Safety First Association of Ireland.
Salthill and District Parents' Association.
Sligo Co. Vocational Education Committee.
Shannon Free Airport Development Co. Ltd.

Sion Hill Parent Teachers' Association.
Scéim na gCeardchumann, Dublin.
Soc. of Commercial Accountants.
His Grace Most Rev. John Charles McQuaid, Archbishop of Dublin.

An Taisce.
Tipperary (N.R.) Voc. Education Committee.
Tipperary (S.R.) Voc. Education Committee.
Tipperary (S.R.) Committee of Agriculture.
Tipperary (N.R.) Committee of Agriculture.
Tralee Town Vocational Education Committee.
Thurles Junior Chamber of Commerce.
Trees for Ireland.
Trinity College, Dublin.
Tuairim.

Maire Bean Ui Narai, Longford.
University College, Cork.
University College, Dublin.

Veterinary Council of Ireland.
Vocational Teachers' Association.
Viatores Christi.

Waterford Co. Committee of Agriculture.
Waterford County Librarian.
Waterford Co. Vocational Education Committee.
Waterford City Vocational Education Committee.
Westmeath Co. Committee of Agriculture.
Wexford Co. Committee of Agriculture.
Wexford Town Vocational Education Committee.
Wicklow Co. Vocational Education Committee.
West Wicklow Development Team.
Rt. Rev. Robert Wyse Jackson, Lord Bishop of Limerick, Ardfert and Aghadoe.
Workers' Union of Ireland.

Submissions were also received from the following countries:—

America.
Austria.
Australia.
Denmark.
France.
Finland.
Germany.
Holland.
India.
Japan.
U.K
Italy.

Wt.—. S61946. 3,000. 10/70. C.&Co. (3755). G. Spl.

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